DOCUMENT RESUME

ED 402 423 CE 072 892

AUTHOR	Farlin, Cynthia, Ed.
TITLE	Adult Career Counseling Center. Thirteenth Annual Report. September 1995-June 1996.
INSTITUTION	Oakland Univ., Rochester, MI. Adult Career Counseling Center.
PUB DATE	96
NOTE	71p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Education; *Adult Programs; Annual Reports; *Career Counseling; Case Studies; Client Characteristics (Human Services); *Computer Uses in Education; Cooperative Planning; Coordination; *Counseling Services; Counselor Training; Inservice Education; Participant Satisfaction; Postsecondary Education; Practicums; Program Development; Program Implementation; Public Relations; Research Projects
IDENTIFIERS	*Computer Assisted Counseling; Michigan Occupational Information System; System of Interactive Guidance and Info Plus

ABSTRACT

During 1995-1996, the Adult Career Counseling Center (ACCC) at Oakland University in Rochester, Michigan, provided the following services at no charge to 779 adult clients: career information, advice in resume preparation/interviewing skills, and referral information. Four graduate assistants from Oakland University's Master of Arts in Counseling Program facilitated the services. The following computer-assisted career guidance systems were also available to clients: DISCOVER for colleges and adults; System of Interactive Guidance and Information Plus; Michigan Occupational Information System; Resume Writer; CHOICES CT; FOCUS II, and the Internet. Of the ACCC's clients, 74% were female 48% were between the ages of 20 and 31 years, 85% were white, 42% had a Bachelor's degree, and 44% were employed full time. Of those clients who completed the ACCC's exit survey, 95% considered the ACCC's computer services extremely helpful/helpful and 100% considered the guidance they obtained from advisors extremely helpful/helpful. The ACCC uses numerous public relations strategies (referrals, visitors, press releases, outreach efforts, projects, conferences), and maintains an inservice training program. (Three case studies and 12 figures/tables are included. Appended are the following: brief report of the Pontiac ACCC; descriptions of auxiliary grant-supported services; ACCC brochure; and information regarding career counseling resources at Oakland University.) (MN)

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ED 402 423

ADULT CAREER COUNSELING CENTER

THIRTEENTH ANNUAL REPORT

September 1995 - June 1996

Computer-Assisted Career Guidance Systems and Career Counseling Services

Oakland University
Rochester, Michigan

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Adult Career Counseling Center

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ADULT CAREER COUNSELING CENTER

THIRTEENTH ANNUAL REPORT

September 1995 - June 1996

Computer-Assisted Career Guidance Systems
and Career Counseling Services

Oakland University
Rochester, Michigan

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ACKNOWLEDGMENTS

Administrators at Oakland University have been very supportive of the computer-assisted career guidance services provided at the Adult Career Counseling Center. Special recognition is given to University President Gary Russi and School of Education and Human Services Dean Mary Otto for their continued encouragement and support.

The efforts of the entire Counseling Department faculty and staff have greatly aided our operation. Gloria Anderson, Counseling Department Administrative Secretary, is especially thanked for always being available to assist our staff. We also add special thanks to Jean Williams, Practicum Counseling Center Supervisor, for her support of the four graduate assistant career advisors working in the ACCC. These four students are also to be commended for the excellent work they accomplished during the past year.

Additionally, thanks goes to the Oakland University Computer Center staff who continue to provide support and technical assistance to the ACCC. In particular, Ryan Worner, from the OTUS staff at the Computer Center is recognized for the excellent customer service he has provided to us during the past year.

Lieutenant Mel Gilroy of the Oakland University Police is thanked for speaking to the ACCC staff in October regarding personal safety precautions.

Finally, the staff and career advisors of the Center would like to acknowledge the members of the ACCC advisory board and thank them for their support and commitment to the efforts of this Center. Advisory Board members during 1995-1996 included:

Mr. Patrick Bennett	Academic Advisor, Engineering & Computer Science Oakland University
Ms. Marsha Boettger	Chrysler Corporation
Dr. Elyce Cron	Professor, Department of Counseling Oakland University
Dr. Robert Fink	Director, Career Testing & Counseling Clinic Graham Health Center, Oakland University
Mr. William Headley	Assistant Director, Office of Admissions Oakland University
Ms. Judith Hoppin	Director, Continuum Center Oakland University

Ms. Anne Jackson	Academic Services & General Studies Oakland University
Mr. Michael Long	Associate Professor, Labor Studies Program and Director of the Ken Morris Center for Labor Studies, Oakland University
Ms. Pamela Marin	Director, Continuum Center Oakland University
Ms. Karen Pagenette	Director, Center for Dislocated Workers, Oakland Community College
Mr. Robert Thomas	Director, Placement & Career Services Oakland University
Ms. Jean Williams	Coordinator, Practicum Center Oakland University

IN MEMORIAM

During the fall of this past year, the Oakland University Counseling Program lost a significant friend of the ACCC and an outstanding member of the counseling profession. Dr. Robert Brown died in September, 1995 after battling with cancer. Dr. Brown was a teacher, mentor, and friend to so many individuals in the counseling department. His leadership and guidance were greatly appreciated by the ACCC staff, and his influence will continue to be felt throughout this department and the Counseling Program at Oakland University.

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HISTORY OF THE DEVELOPMENT OF THE ADULT CAREER COUNSELING CENTER & COMPUTER-ASSISTED CAREER GUIDANCE PROGRAMS AT OAKLAND UNIVERSITY

1995-1996 marked the thirteenth year of service by the Adult Career Counseling Center. During these years, we have served more than 9,800 clients. The Center benefited greatly from the suggestions and support of Gerald Pine, former Dean of the School of Education and Human Services at Oakland University. His concept of the center as being a place for service, training, and research was transformed into our productive Center.

The impetus for these programs of public service came from Oakland University's President, Joseph Champagne, in the spring of 1982. Financial support was provided by a portion of a state line item allocation for the broad purpose of promoting economic development and re-training unemployed workers in this geographic area.

Under the direction of Provost Keith Kleckner, a university-wide committee was established to review possible computer-assisted career guidance systems and related counseling programs that could be used to aid adults in this area. Upon recommendation of this committee, the university purchased five Discover II computer-assisted guidance systems and one SIGI (System of Interactive Guidance and Information) computer-assisted guidance system in the summer of 1982.

Two systems (Discover II and SIGI) were assigned to the Office of Academic Advising and General Studies to aid adults of this geographic area who were looking for assistance in reviewing educational and training possibilities. Four Discover II systems were allocated to the School of Education and Human Services to be utilized by the Counseling Area and the Continuum Center in providing services to the adult population in this area.

During the fall of 1982, committee members -- Tom Atkinson (Provost's Office), Elaine Chapman-Moore (Student Services), Robert Fink (Psychology Clinic), Jane Goodman (Continuum Center), Ronald Kevern (Placement Office), Pamela Marin (Office of the President), David Meyer (Human Resources and Development Area) and Howard Splete (Counseling Department, and Committee Chair) planned for the implementation of these programs and the coordination of career counseling and information services across the campus.

With the support of Gerald Pine, Dean of the School of Education and Human Services, the Adult Career Counseling Center (ACCC) was established in Room 147 of O'Dowd Hall. After the first computers were programmed, in-service training was provided for 135 persons, including interested faculty, staff, and student assistants.

Since opening in 1982, computer programs used in the Adult Career Counseling Center have continually been updated to ensure that clients benefit from the most current career counseling tools available. In 1985, a new computer-assisted guidance system, DISCOVER for Adult Learners, was added to meet the particular needs of adults in transition. In 1986 a second DISCOVER for Adult Learners replaced our Discover II system because its use was more appropriate for ACCC clients. In 1987, a new software program, SIGI PLUS, was added to provide another approach to career exploration for ACCC clients. Also, a computer-assisted version of the Michigan Occupational Information System (MOIS) was obtained as an additional resource for ACCC clients seeking more local information. In 1989, we added two new software resources – OPTIM (Occupational Projections and Training Information for Michigan) and the Resume Kit. Two software resources were added in 1994-1995, Harris Selectory and Resume Writer, as well as additional written resources which focused on women.

During the past year, we upgraded a printer as well as our computer software programs. The DISCOVER, SIGI PLUS, and MOIS systems were updated and a new system, CHOICES CT, was piloted with the ACCC staff and students in the Advanced Career Counseling specialization. A brief synopsis of CHOICES CT is included in this report. The ACCC has also gone "on-line" with access to the Internet which is also described in a later section of this report.

The rooms housing the ACCC have also changed during our thirteen year history. In 1993-94, the ACCC was relocated from two large rooms to four private offices and a reception area to provide more efficient services and privacy for clients. As the thirteenth annual report is being prepared, we are in the process of changing our office environment again. The ACCC will now have a large client meeting room which can be used to administer paper-and-pencil assessment instruments and will also be used for ACCC staff meetings.

An important focus of the ACCC has always been on the research conducted by our graduate assistants. The results of the latest research projects are included in this report. Over the years, many of our assistants have been published in career development journals and have presented at state conferences hosted by professional associations.

MISSION OF THE ADULT CAREER COUNSELING CENTER

Goals of the ACCC:

1. Provide career exploration and planning opportunities to community adults at no charge.

2. Train faculty, staff, and students in the use of career guidance practices for adults.

3. Support research efforts in promoting effective career guidance practices for adults.

Objectives and Activities to Carry Out These Goals:

Goal 1:

To provide career exploration and planning opportunities to community adults at no charge.

Objectives	Activities
A. To aid clients in self analysis relating to their interests, values, abilities, and experiences.	Use of DISCOVER and SIGI PLUS
B. To provide job information pertaining to careers of interest such as salary ranges and job growth rates nationally and/or in Michigan.	Use of DISCOVER, SIGI PLUS, MOIS, and OOH.
C. To aid clients in the process of taking the next step -- including use of assessment instruments, school or training program selection, resume preparation, honing interviewing skills, and informational interviewing.	Provision of individual advising sessions.

Goal 2:

To train faculty, staff, and students in the use of career guidance practices for adults.

Objectives	Activities
A. To train faculty and staff	Through periodic in-service sessions.
B. To train students	Through experiential assignments in CNS 640 and CNS 675 graduate counseling classes.
C. To train area counselors	Through in-service sessions.

Goal 3:

To support research efforts for a better understanding of the career developmental sphere, ultimately promoting better career guidance.

Objectives	Activities
A. To support Masters-level research activities.	ACCC advisors conduct research at the Center. CNS 560 and CNS 660 projects are executed.
B. To support Doctoral research activities.	Provide facilities and support for research.

DESCRIPTION OF THE ADULT CAREER COUNSELING CENTER

Services Provided

The Adult Career Counseling Center (ACCC) provides services for adults who are seeking guidance in reviewing their career possibilities. The ACCC provides career information, advice in resume preparation and interviewing skills, and referral information at no charge. Four graduate assistants, students in the Oakland University Master of Arts in Counseling Program, facilitate the ACCC services.

The career guidance programs DISCOVER for Adults, SIGI PLUS, and CHOICES CT are available on computers. These systems aid adults in learning how their interests, abilities, life experiences and work-related values are related to possible occupations and/or educational and training opportunities. The Michigan Occupational Information System (MOIS) is also available on computer for clients seeking specific Michigan career information.

Clients are seen an average of two times by ACCC advisors to thoroughly explore the computerized career guidance programs and discuss possible action plans for the future.

Additional appointments can be made with counselors through the Practicum Counseling Center by clients desiring more in-depth career or personal counseling. Referral information about other career counseling and training programs is also available.

Clients of the ACCC also have access to printed resources available in the Center including course catalogs from educational institutions in Michigan, career information books (i.e., Dictionary of Occupational Titles), and a wide range of practical books such as What Color is Your Parachute?, The Damn Good Resume Guide, Re-careering At Mid-life, and Job Choices.

The Advising Process

- A client schedules an initial two-hour appointment to meet with an advisor.
- The advisor gathers background data during an intake interview to identify the client's purpose for using the Center.

- The client is provided with an overview of the computer programs and services available at the ACCC and other departments offering counseling services on the Oakland University campus. Referrals may be made to the Practicum Counseling Center or other university and community resources depending on the specific needs of the client.

- Based on the client's specific needs, the ACCC advisor determines which computer-based guidance program would be of most benefit to the individual and facilitates their use of the computer.

- The ACCC advisor provides assistance and an explanation of the results obtained from the computer-based guidance program.

- Depending on the needs of the client, the ACCC advisor may use other career guidance instruments such as paper-and-pencil assessments and card sorts to more fully explore the client's career issues.

- The outcome of any additional career guidance instruments are interpreted in conjunction with the computer-based guidance data received to give the client the most information possible to facilitate their decision-making process.

- The advisor and client discuss steps the client may decide to take in the future to investigate training, further education, informational interviews, job opportunities, or other relevant activities.

- At the completion of the client's visit(s) to the ACCC, they are asked to complete a short exit survey to evaluate the services provided by the Center.

DESCRIPTION OF THE COMPUTER-ASSISTED CAREER GUIDANCE SYSTEMS

DISCOVER FOR COLLEGES AND ADULTS

The Adult Career Counseling Center offered the 1995 version of DISCOVER for Colleges and Adults, a computer-based career planning and information system. This system is a carefully designed career planning program that provides clients with information about themselves, occupations, schools and programs of study to aid in mature decision-making. Clients benefit most when using DISCOVER for Colleges and Adults in conjunction with counselor assistance.

There are two ways to use DISCOVER – the "information only" approach or the "guidance plus information" approach. The guidance plus information approach is a comprehensive, integrated career planning process that can be learned and used many times in one's life. The information only approach allows the client to bypass the guidance features of the program and quickly obtain specific information about occupations or educational programs. With the guidance plus approach, a user record is created as the client progresses through the modules. A paper copy of the text on the computer screen can be printed at any time. The guidance plus modules are described below:

Module 1: BEGINNING THE CAREER JOURNEY

- Begin exploration
- Determine knowledge of career planning process
- Receive suggestions on which modules to use

Module 2: LEARNING ABOUT THE WORLD OF WORK

- Explore the World-of-work map featuring 13,000 occupations
- Browse programs of study and occupations by categories

Module 3: LEARNING ABOUT YOURSELF

- Increase self-understanding by completing inventories of interests, abilities, experiences, and values

Module 4: FINDING OCCUPATIONS

- Choose a realistic educational level
- Get a list of occupations by completing inventory (s)
- Get a list by choosing from eight job characteristics
- Ask about specific occupations not listed on prior lists

Module 5: LEARNING ABOUT OCCUPATIONS

- Choose occupations to review
- Have computer shorten occupational list
- Get detailed information on 10-15 topics concerning each job

Module 6: MAKING EDUCATIONAL CHOICES

- Identify paths of training
- Identify programs of study

Module 7: PLANNING NEXT STEPS

- Find detailed information about vocational schools, two- and four-year colleges, graduate schools and military programs
- Identify sources of financial aid
- Learn job seeking skills: create a resume, cover letter and job application

Module 8: PLANNING YOUR CAREER

- Look at present life roles
- Decide how these life roles may change in the future
- Plan action steps toward your future career

Module 9: MAKING TRANSITIONS

- Understand the nature and impact of transitions
- Learn to weather a transition with minimal stress

SYSTEM OF INTERACTIVE GUIDANCE & INFORMATION PLUS (SIGI PLUS)

SIGI PLUS is an advanced career guidance system that covers major aspects of career decision-making and planning. The system is composed of eight separate but interrelated sections. The 1995 version includes updated job outlook information for all occupations. SIGI PLUS contains the following sections:

1. SELF-ASSESSMENT: FIND OUT MORE ABOUT YOURSELF

   - Look at work-related values and decide what is most important for you
   - Choose the main interest field you want to use at work
   - Look at various activities and decide which ones you like and can do

2. SEARCH: MAKE A LIST OF OCCUPATIONS TO EXPLORE

- Choose features you want in your work
- Choose features you want to avoid in your work
- Generate a list of occupations

3. INFORMATION: GET FACTS ON OCCUPATIONS

- Ask specific questions about occupations, including:
  - What skills each occupation requires
  - Possibilities for advancement in the field
  - The income potential
  - The national employment outlook in the field
  - Educational requirements

4. SKILLS: SEE WHAT SKILLS EACH OCCUPATION DEMANDS

- See which specific skills are required
- Rate yourself on these skills
- See how job skills are applied in chosen fields

5. PREPARING: SEE HOW TO PREPARE FOR EACH OCCUPATION

- See typical paths to any occupation
- See typical training or education needed
- Consider four important factors related to preparing
- Estimate your likelihood of completing preparation

6. COPING: GET HELP WITH PRACTICAL PROBLEMS

- Explore if you can do what is required
- Get suggestions about how to handle worries common to adults

7. DECIDING: DECIDE WHICH OCCUPATION IS YOUR BEST CHOICE

- Ask questions about three occupations at a time.
  - What are the rewards?
  - What are my chances?

8. NEXT STEPS: MAKE PLANS TO GET YOURSELF STARTED

- Move toward your goals by planning short-term strategies such as:
  - Getting more education or training
  - Developing new skills
  - Overcoming obstacles

MICHIGAN OCCUPATIONAL INFORMATION SYSTEM (MOIS)

The MOIS program was updated this year and includes a number of new features. It is an easy-to-use system of occupational and educational information specifically designed for the state of Michigan. Individuals who may benefit from MOIS include:

- Those wanting detailed information on occupations and training in Michigan
- Persons undecided about their future
- Homemakers re-entering the work force
- High school students looking into college programs and career options
- Individuals considering starting their own business

For undecided clients, a structured search will suggest occupations based on several areas:

- Interests
- Areas of work
- Physical strengths
- Physical capabilities
- Working conditions
- Education
- Temperament

The system evaluates client input and provides a list of job titles that are most applicable to the client's data. The client may then explore MOISCRIPTS about the occupations in which they are most interested. Individuals with a specific occupation in mind can bypass the structured search and go directly to the MOISCRIPTS for career information. MOISCRIPTS cover areas such as:

- Specific job duties
- Working conditions
- Methods of occupational entry
- Salaries and wages
- Employment outlook and educational facilities by geographical region
- Educational requirements
- Tips for finding more information
- Specific information is also provided in an Education and Training section for each occupation selected.

New segments included in MOIS give information on many different areas such as:

- Military training opportunities
- Financial aid considerations
- Decision-making matrix (compares up to three careers of the user's choice)
- Successful interview package (for a specific career of the user's choice)

- How to start a small business

  This section includes over 50 pages of information for clients to consider before venturing into their own business. Some of the topics covered include how to develop a business plan, cash flow and bookkeeping considerations, home-based and franchised businesses, and even a sample business loan application.

RESUME WRITER

The Adult Career Counseling Center also utilizes Expert Resume Writer, an electronic resume building program. The program contains 12 different programmed resume formats, 100 different sample resumes, customized cover letters and a complete Windows word processor. Expert Resume Writer allows clients to view and customize sample resumes that come with the program. It assists clients in drafting standard response and follow-up letters through the "customer cover letters" feature.

To create a resume, clients simply choose a resume style from the selection of formats and enter in their information through easy-to-use dialogue boxes. As they finish entering information, they are able to view the updated, formatted resume and print it. The program also gives clients the opportunity to work on more than one resume format or cover letter by switching from window to window. Clients using the program can also convert one resume format to another without having to re-enter their information.

Clients are invited to copy their work from Expert Resume onto a computer diskette so they can maintain and use the documents in the future.

CHOICES CT

In our efforts to utilize the newest technology, we have acquired a copy of CHOICES CT computerized career assistance program to pilot in the Center this year. ACCC advisors as well as students in the Advanced Career Counseling specialization were in-serviced on this system.

CHOICES CT gives adults a different way to analyze their work experiences to relate their skills to new interest areas. The client completes a self assessment of their interests and identifies various skills they possess. The skills which clients prefer to use most can then be selected as search criteria for possible new career areas which would utilize these transferable skills.

This program has a vast career search capability and can tie information about specific careers to education and training needed and identify schools offering appropriate programs. There are many ways to use CHOICES CT because of its flexibility and user-friendly design. The system allows the user to compare, side-by-side, occupations or schools which enhances the decision-making process.

FOCUS II

The FOCUS II computerized career assistance program was piloted in the Academic Services Center this year and was field tested by the ACCC advisors. FOCUS II is a system that helps clients to examine their career and educational planning needs. It also explores client's interests, work-related values, educational preferences, talents, and academic strengths. Career paths and educational programs can be explored in detail.

FOCUS II contains the most extensive occupational list of all of our computerized programs. The system offers an occupational search based on educational preferences, self-assessment, and work type. However, the self-assessment portion of this program does not seem to be as comprehensive and reliable as the DISCOVER program.

FOCUS II is helpful when working with clients who have a work history. The system provides the client an opportunity to develop career goals and an action plan. It assesses their personal development needs and evaluates how involved the client is in planning their career and education, which is a step that DISCOVER does not include. FOCUS II analyzes critical features about each option and summarizes the client's reactions to those occupations. It helps the client determine their likes and dislikes in regard to each occupation they find interesting.

FOCUS II is a good resource for those clients who are interested in a specific area and want to learn more about the particular field. For example, a client interested in psychology can obtain information on different types of jobs in the field such as industrial/organizational psychology, child psychology, etc., whereas DISCOVER describes only the main jobs in the field such as psychologist and psychiatrist and briefly mentions specialized areas without a detailed description.

THE INTERNET

In an effort to expand our services and to keep up with today's technological advances, the Internet was installed on one of the newer computer terminals in the ACCC this fall. Although the entity of world-wide career information and

opportunities seemed very overwhelming, ACCC advisors attacked Netscape and discovered several addresses that could be accessed to find helpful information for our clients. These websites currently provide our clients with opportunities to search for job openings by location and job title, and even gives them the opportunity to enter in their resume to be posted on-line. There are also sites which provide college profiles and information for our clients who are researching different training possibilities. Certain sites proved to be useful by providing current career guidance information and tips to help our advisors best meet the needs of our clients.

The ACCC has created our own Web Page providing information about the Center's mission, services offered, procedures for utilizing the ACCC, a map to the Center, and the option to make an appointment over the Web or by E-mail. The ACCC Web Page will be available in the fall semester on the Internet.

We plan tc continue to expand our use of the Internet, both as it applies to services to assist our clients and in applications aimed at improving and updating our current procedures and advisor training.

CLIENT DEMOGRAPHICS

During the past year, 674 people were seen by ACCC career advisors. Additionally, 105 clients were seen by Practicum counseling students through the ACCC. In total, 779 people utilized the services offered at the Center.

All new clients at the ACCC are asked to fill out a user questionnaire at the beginning of their first appointment. This questionnaire provides the advisor with a base from which to begin an intake interview. The voluntary information given by the client also provides the Center demographic information about the population we service. This demographic information is summarized and updated on a monthly basis between September and June.

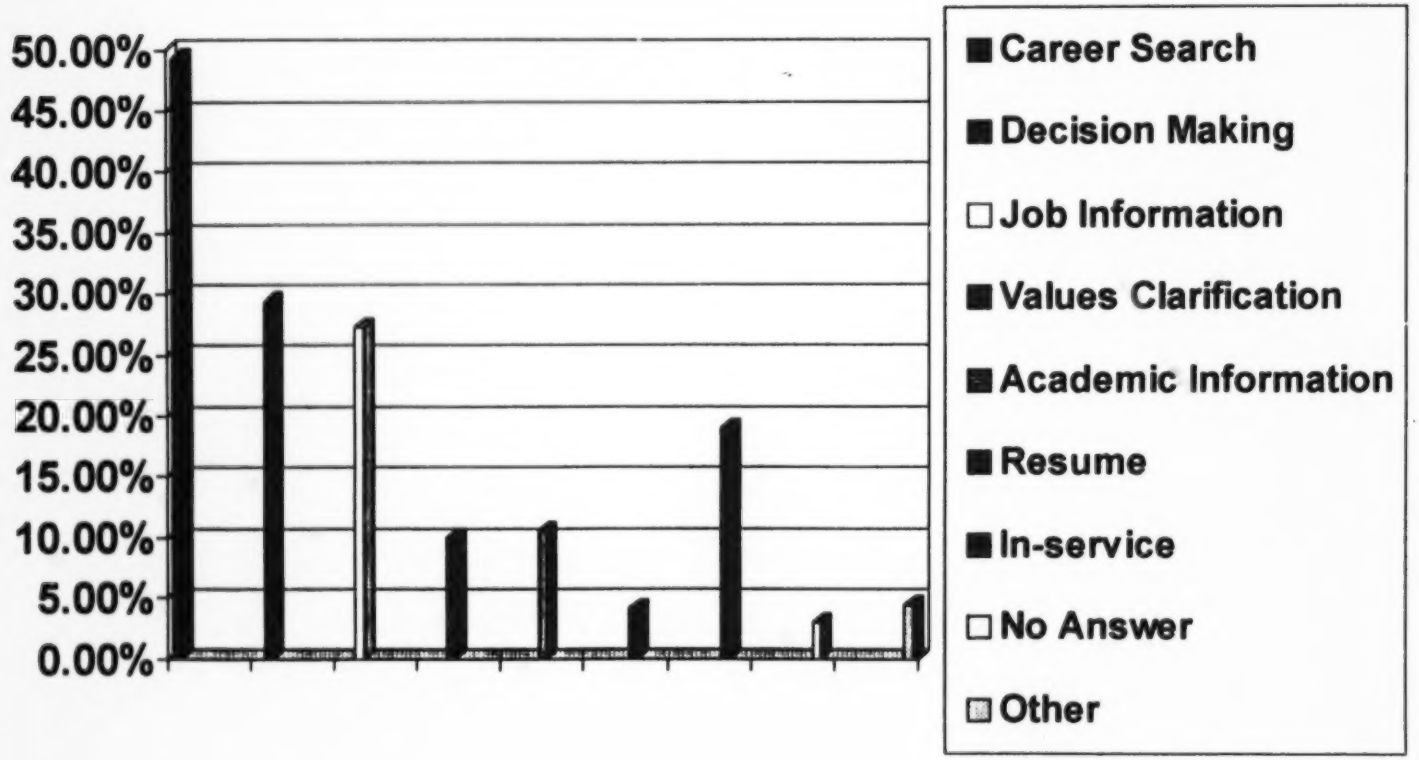
Demographic information is tracked and calculated separately for males and females. For the purposes of this report, however, only the total figures will be provided on the following graphs. Separate information for both genders is available in the Center. The following graphs provide a percentage breakdown of the client population by:

- Purpose for using the Center
- Number of visits
- Referral source
- Gender
- Age
- Ethnic background
- Geographic distribution
- Education level
- Employment status
- Marital status, and
- Personal and household annual income

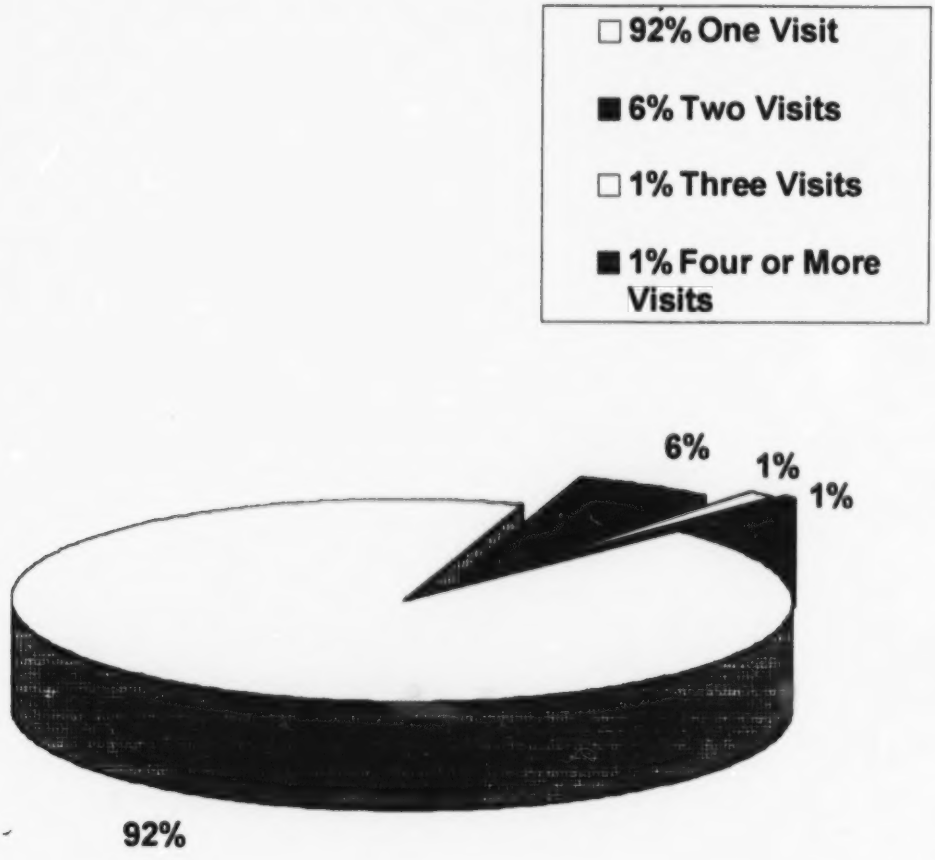
Percentages that total above 100% indicate that clients gave more than one response to a particular question.

PURPOSE FOR USING THE CENTER

by percentage

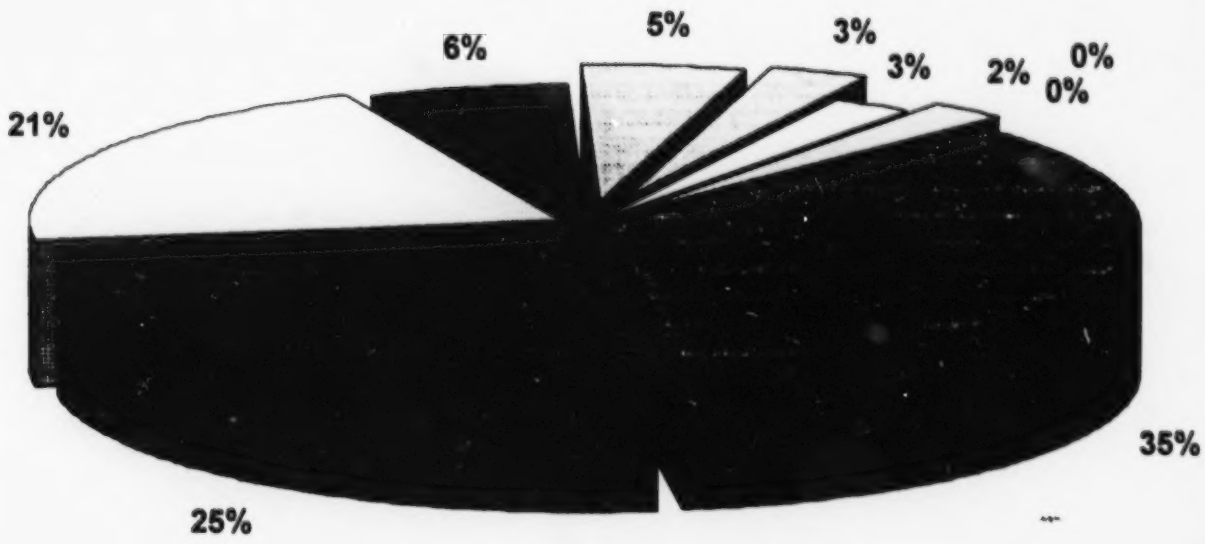


NUMBER OF VISITS
by percentage



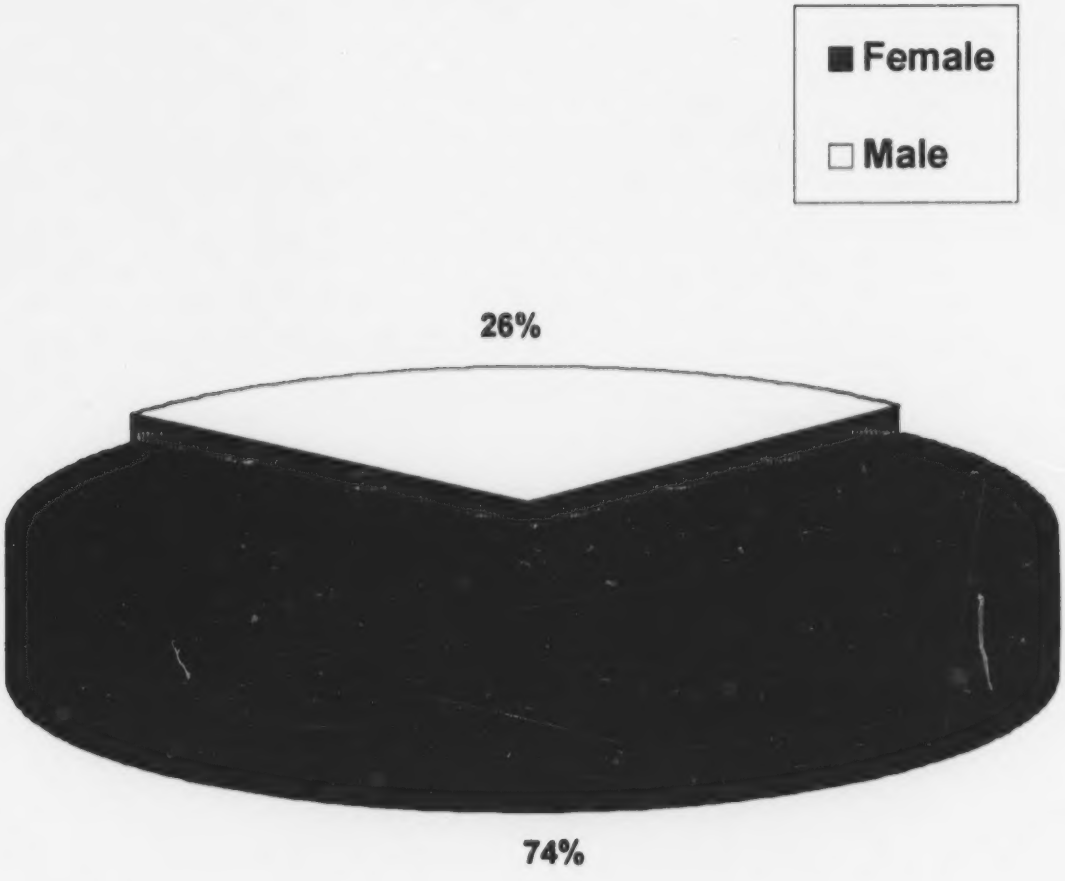
REFERRAL SOURCE

by percentage

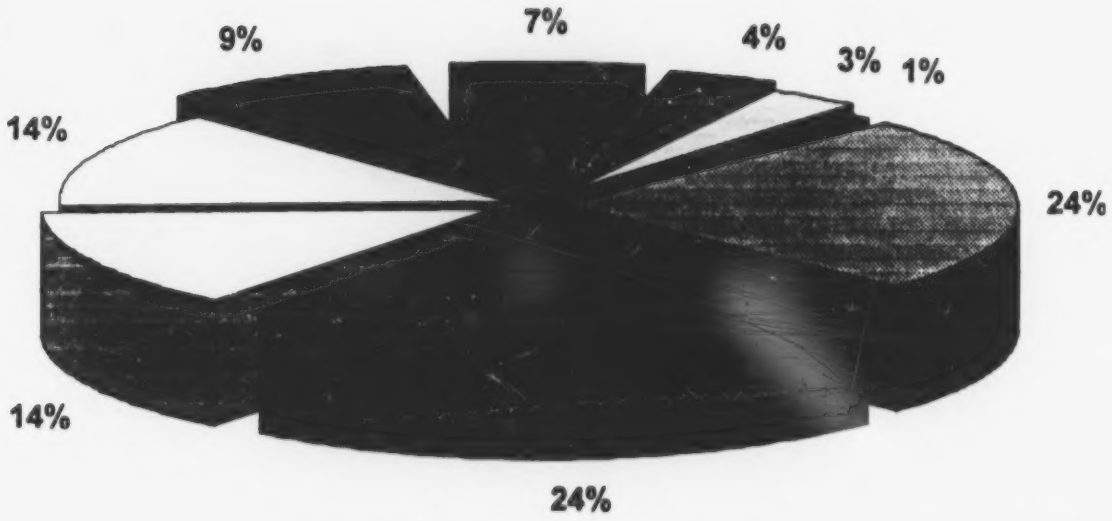


■ 35% Friend/Relative	■ 25% Other	□ 21% Practicum
■ 6% No Answer	□ 5% Academic Advising	□ 3% Continuum Center
□ 3% Admissions Office	□ 2% Advertisement	■ 0% HRD
□ 0% Placement		

GENDER OF CLIENTS
by percentage



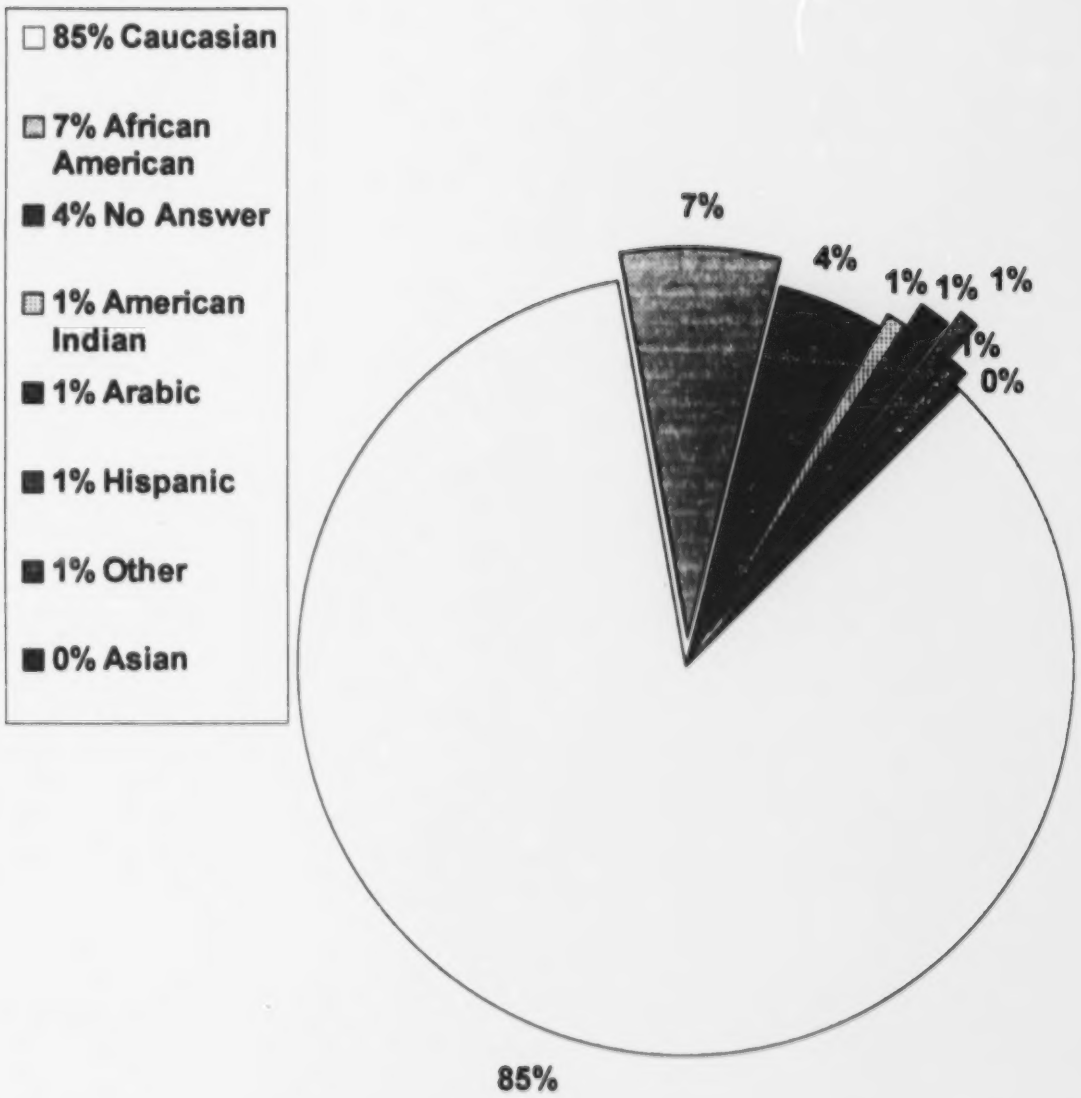
CLIENT AGE
by percentage



24% 20 to 25	24% 26 to 31	14% 32 to 37
14% 38 to 43	9% 44 to 49	7% 14 to 19
4% 50 to 55	3% No Answer	1% 56 plus

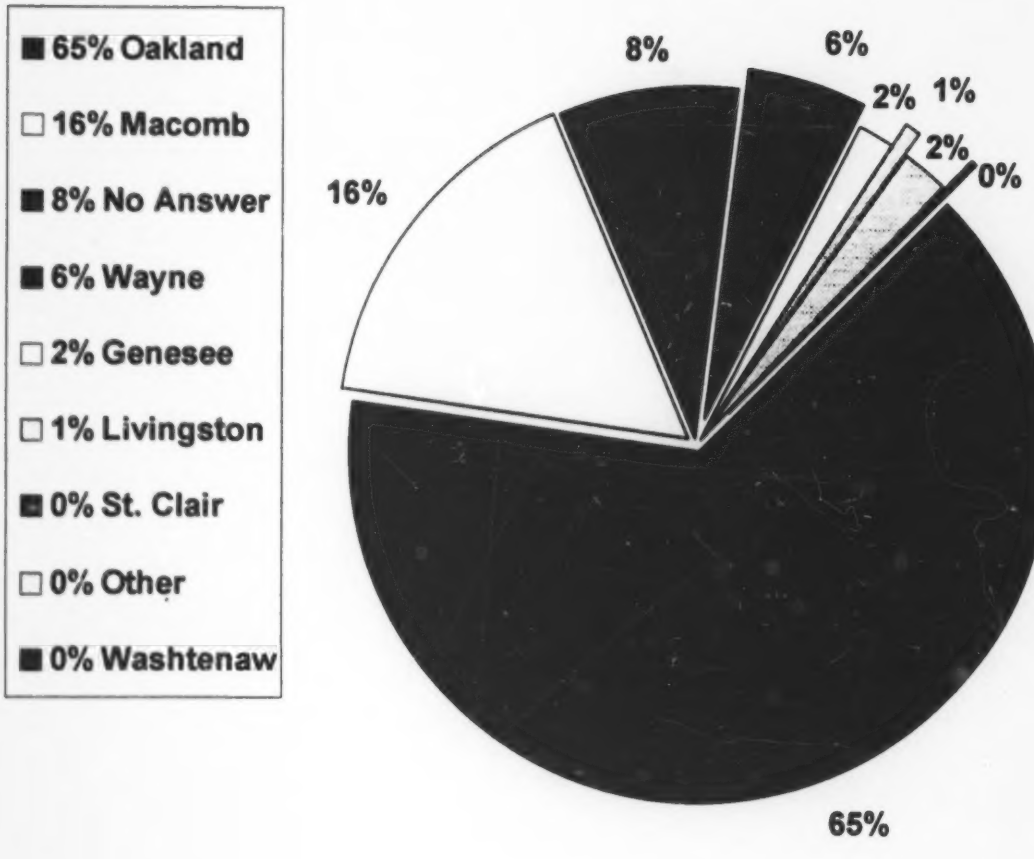
ETHNIC BACKGROUND

by percentage

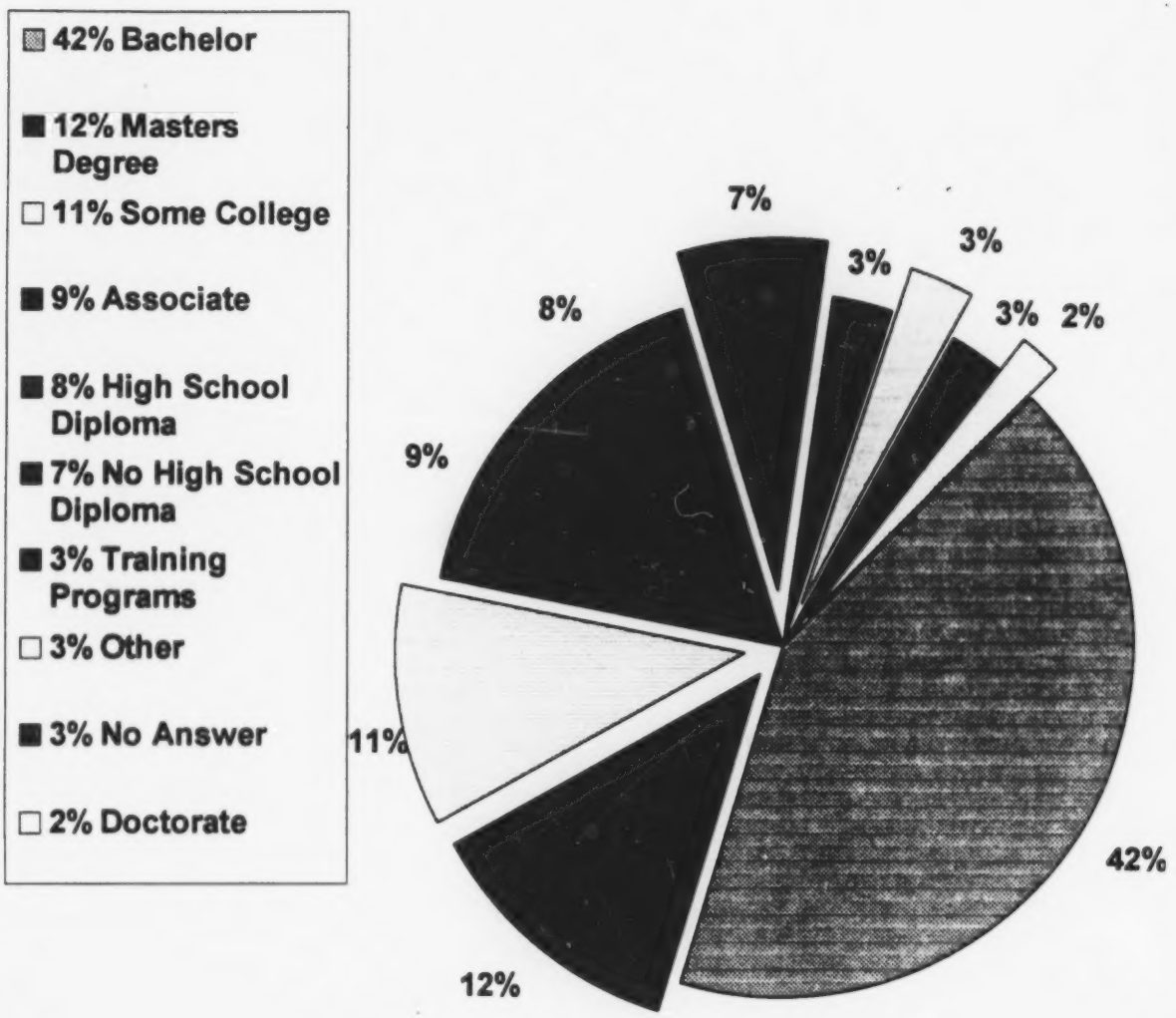


GEOGRAPHIC DISTRIBUTION OF CLIENTS BY COUNTY

by percentage

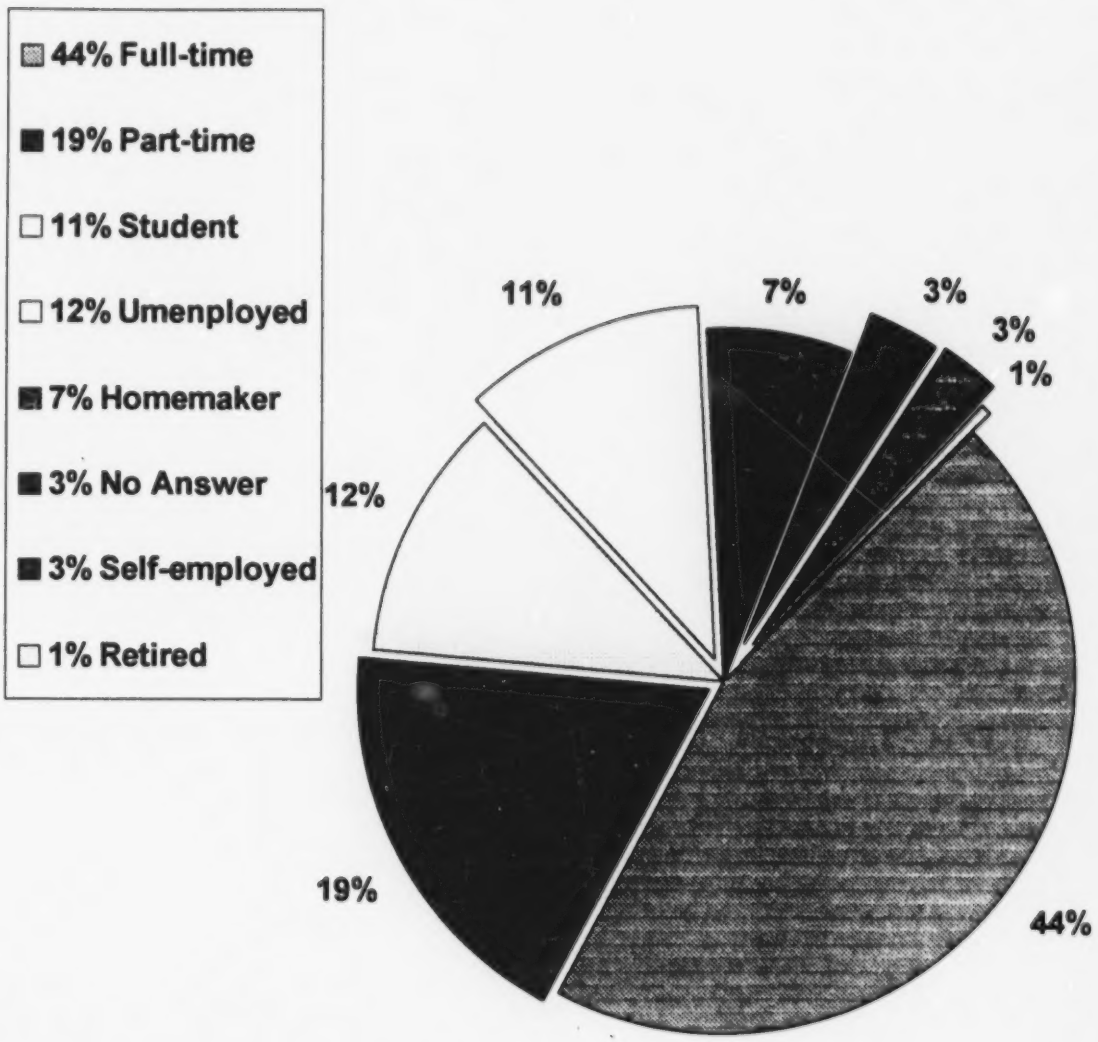


EDUCATION LEVEL
by percentage



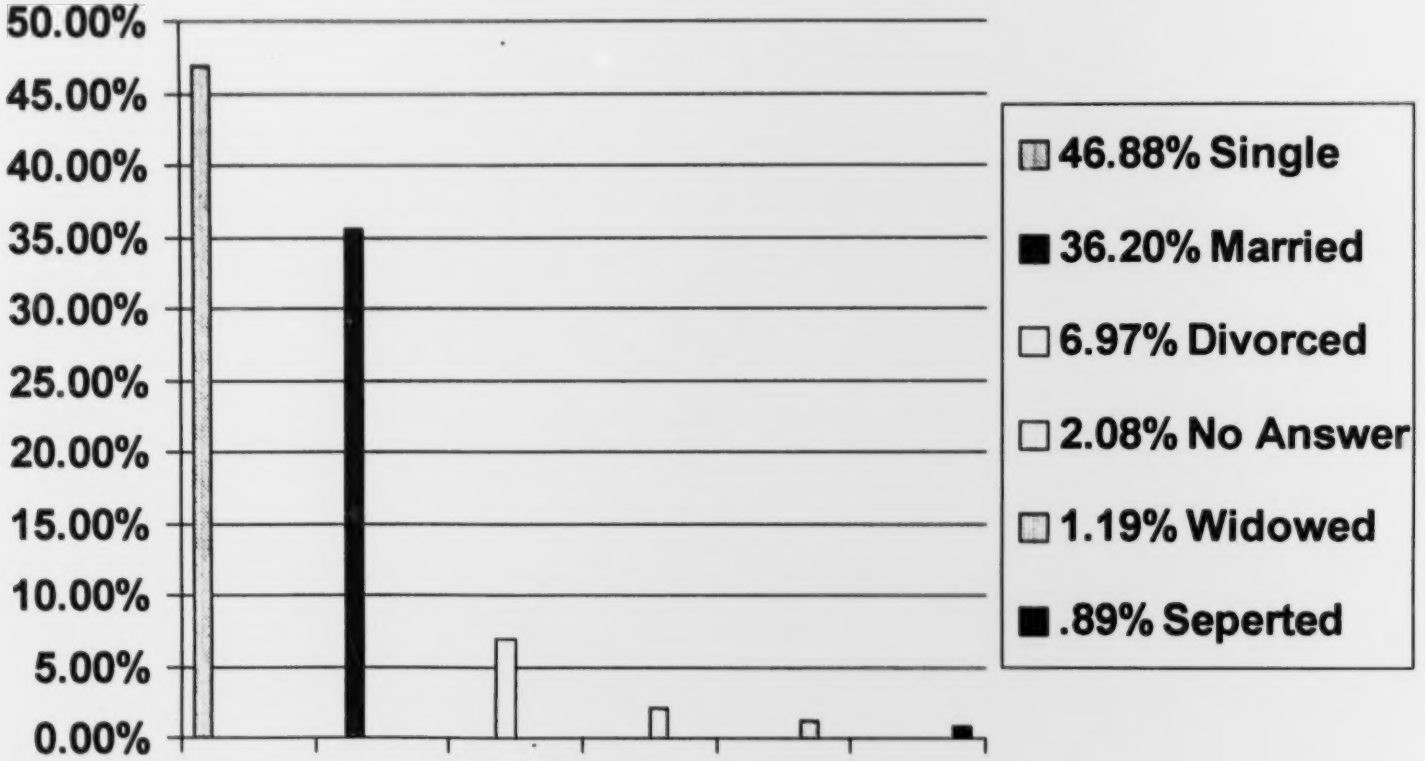
EMPLOYMENT STATUS OF CLIENTS

by percentage



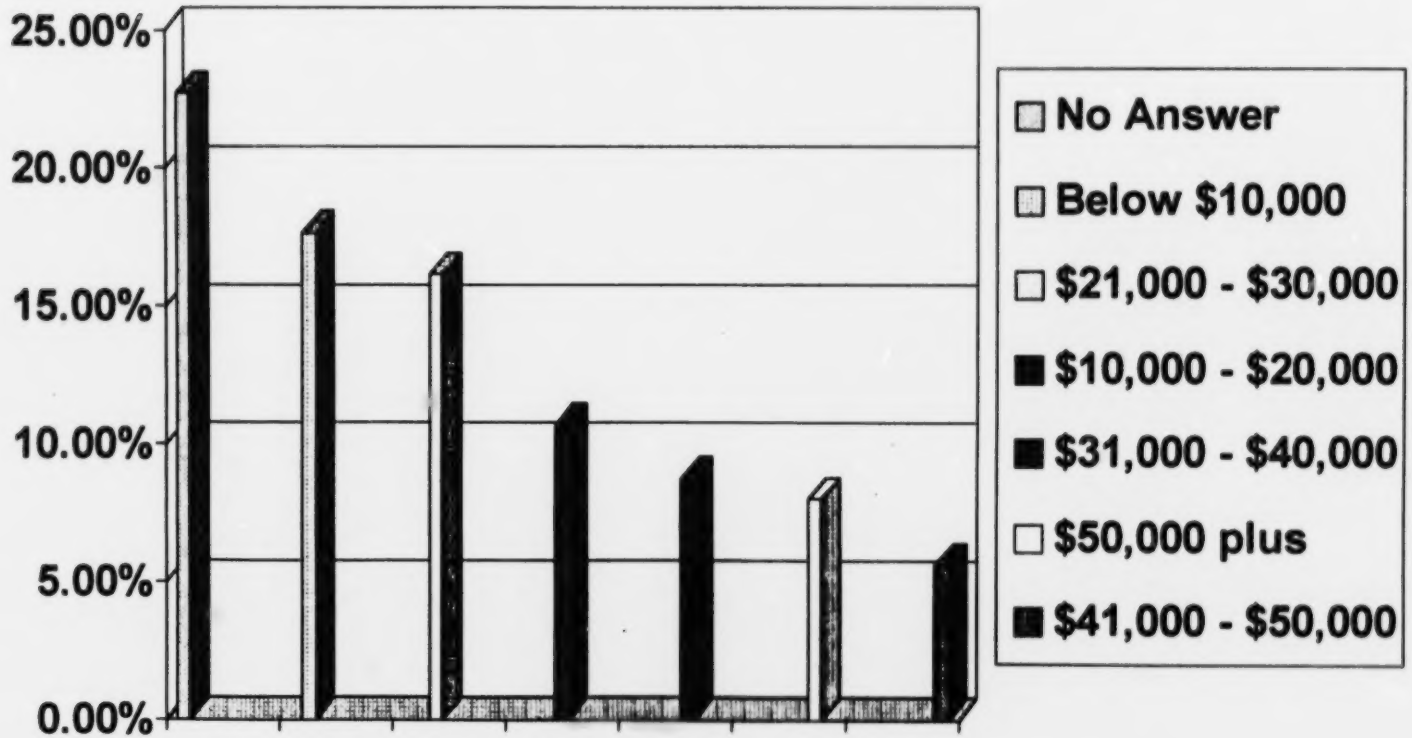
MARITAL STATUS OF CLIENTS

by percentage



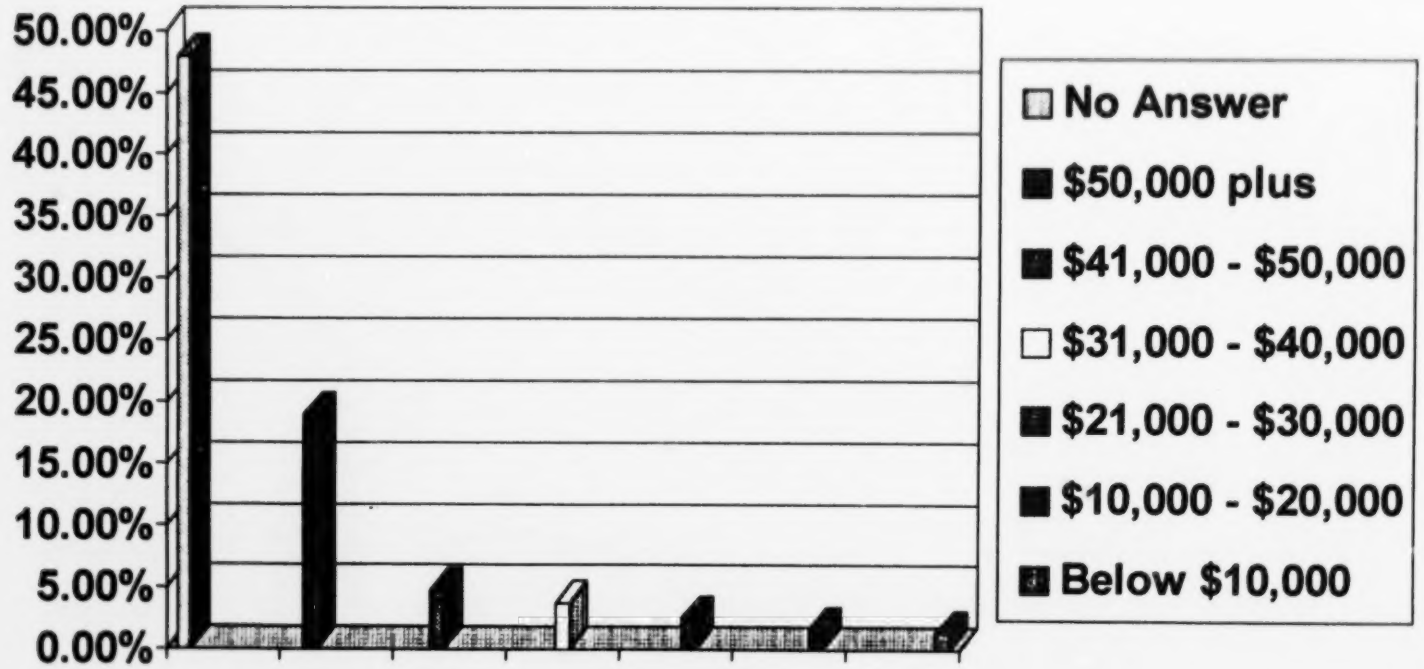
PERSONAL YEARLY INCOME

by percentage



HOUSEHOLD YEARLY INCOME

by percentage



ANALYSIS OF CLIENTS' RESPONSES TO ACCC EXIT SURVEY

The following analysis is based on clients' responses to an exit survey form given to them after they have used the services of the Center. The information provided by this survey gives the ACCC staff an opportunity to explore how clients view the quality of our services, the effectiveness of the staff, and the overall environment of the Center. It also gives us ideas as to how we can improve the Center and our career advising strategies. The following information is based on completed exit forms from September 1995 to June 1996.

Respondents found the computer information to be:

EXTREMELY HELPFUL	68%
HELPFUL	27%
SOMEWHAT HELPFUL	5%

Respondents rated the computer guidance programs using the following scale:

4 = Very Helpful 3 = Helpful 2 = Somewhat Helpful 1 = Not Helpful

DISCOVER	= 3.7
SIGIPLUS	= 3.7
MOIS	= 3.5

Using the same 1-4 scale above, respondents evaluated the helpfulness of their Career Advisor at 3.8.

Respondents rated the advice/guidance obtained from the advisor to be:

EXTREMELY HELPFUL	78%
HELPFUL	22%

The next steps clients planned to take included:

1. Talk further with a counselor
2. Get further education or training
3. Write industry associations for more information
4. Conduct informational interviews
5. Research companies of interest
6. Do more work on the computer
7. Write or update a resume

Clients' suggestions for improvement at the ACCC included:

1. Increase advertisement of ACCC to the general public
2. Have a job placement program
3. Improve parking conditions

Clients' general comments included:

"This is a wonderful service."

"Thank you for the opportunity for self discovery."

"My counselor was very helpful, organized, and helped me focus on what steps to take next."

"I'm glad this service is made available and freely given. I believe it's a big first step for me."

TYPICAL CASE STUDIES

The following case scenarios were chosen from this year's clientele to present a more personalized view of our services.

Female client, 24 years old, expressing unhappiness with her current position:

The client has a Bachelors Degree in Business Administration and is currently working in an accounting firm. She stated that she feels stressed and pressured to meet deadlines and is very unhappy in her position even though she has been promoted and received salary increases.

On her first visit to the ACCC we talked about her current job and her background. We decided that DISCOVER Modules 3, 4, and 5 might provide her with some direction. Her responses to the assessments on DISCOVER placed her in the people and business contact categories. She had indicated interest in several jobs in the medical and human services fields and her DISCOVER results confirmed this interest. She was happy with all the alternatives and options that DISCOVER provided which she had previously not considered.

Her second visit took place a few weeks later when she was ready to begin exploring options in more detail. We went through MOIS because she was planning to remain in Michigan but was willing to relocate within Michigan to obtain further training. She had been saving money and was willing to go back to school to get a Masters Degree or another four-year degree if necessary. She was positive that she wanted nothing to do with business and had eliminated this as an option.

She obtained several detailed printouts from MOIS mostly about jobs in the human services fields such as counseling and medical fields such as physical therapy. We then did DISCOVER Module 7 and looked up all the possible schools in Michigan that offer a degree program in physical therapy and a few other medical-related fields. She took all the printouts home to read. The advisor encouraged her to make another appointment to further narrow down her options and to make some decisions regarding specific degree programs.

Her third visit took place several months later. She stated that she had saved enough money to go back to school and was eager to get started. She was given a packet of decision-making worksheets and completed the ones that looked most helpful to her during the session. When she was done we discovered that she had completely narrowed down her options to occupational therapy or physical therapy. We then used DISCOVER Module 7 again to research all the schools that offered degrees in these programs. We also went through the college catalogs for more

detailed information once we had the DISCOVER printouts. She was happy with her decision to pursue a degree in the medical field and felt that she would be much happier in a job in which she would be helping people. She was aware of how competitive many of the physical therapy programs are in universities and was leaning more toward occupational therapy as a major.

The client completed several other career decision-making worksheets and was able to narrow her options down to two different schools, Eastern Michigan University and Western Michigan University. She planned to obtain applications to these schools and to apply right away. She was excited about her decision to attend school full time. She said that she had planned ahead by saving enough money to quit her job and concentrate on school. This will enable her to take classes full-time, year-round and complete a degree as quickly as possible. The client stated she was very thankful for the help she received at the ACCC.

Male client, 56 years old, feeling unfulfilled in his current position:

On the client's initial visit, we talked for an hour about his frustrations with his current career path. The client stated he had chosen the career because he felt it was what others expected him to be not because of his personal interest or desire. Although he had been in the career for many years and had experienced success in the form of promotions and public recognition, he had never felt satisfied or truly comfortable in his role. He was given the Myers-Briggs Type Indicator assessment so that the advisor could get a better understanding of his personality traits and preferences.

During his second visit, we used a values card sort to identify what the client really valued from his worklife and to determine which of these items were or were not being met currently. We made a master list of the values he identified as being of particular importance to him so that we could compare them to possible new career options later. The client also started using DISCOVER Module 3 at this time. DISCOVER was selected to determine where his general interests were in comparison to his current job. The client had discussed a wide range of "dream jobs" that he thought were too impractical to seriously consider.

DISCOVER Modules 3 and 4 were completed on the client's third visit. In Module 3 we found that his interests and values placed him in several regions on the "World of Work Map" in DISCOVER except for the area in which he was currently working. We printed a list of possible careers from Module 4 and he was asked to take the list home and select any of particular interest to him for his next visit.

The client was very enthusiastic when he arrived at the ACCC for his fourth appointment. He found several of his "dream jobs" were on the list we printed. We searched DISCOVER and MOIS for specific job descriptions on these careers and

printed a number of those the client felt would be possibilities based on his education and family considerations. We discussed ways he might enter a field on a part-time basis to give him a taste of the new area before actually leaving his current position. We compared the results of his values card sort with the top fields he was considering and found they would meet his needs in most areas of importance. We reviewed his MBTI results and found that individuals with similar personality traits and preferences very often work in the careers that he considered "dream jobs." The client was given handout materials on the MBTI which identified specific strengths and weaknesses that each personality profile encompasses.

We discussed how he could network with his current business associates to identify individuals working in the career areas he was considering. He wanted to conduct some informational interviews with people in these fields to find out first hand the pros and cons of each area. We identified many transferable skills he possessed which would benefit him in a new career. After leaving the ACCC, he was going to conduct further research at the local library. He felt that he had a solid plan of action in place to move toward a career change.

The client stated that going through the assessments and discussions with an advisor at the ACCC had reduced his level of frustration. He no longer considered his life to be at a dead-end at age 56, but now had new possibilities and a new enthusiasm for the future. He was very pleased with the methods and materials used by the advisor and felt that they were very well integrated with one another. He also expressed that he felt comfortable meeting with a more mature career advisor than he might have been working with one of the younger advisors on staff.

Male client, 30 years of age, single father working many long hours:

The client was a trained professional chef and enjoyed this field but was frustrated that his long hours and weekend work impacted his role as a single father. He wanted to be able to work a standard 40-hour week and be home nights and weekends with his child.

Because of his considerations as a single father and his current work schedule, he did not feel that going back to school to retrain was an option. Since he enjoyed his current line of work, he was hoping to find something in a related area.

We used DISCOVER Modules 3, 4 and 5 to identify his specific interests, abilities, and values. Many new career options came up as possible considerations that the client felt would be interesting. One in particular, Food Inspector, was related to his background training. In fact, his current professional career is often considered to be a entryway to a position as a State of Michigan Food Inspector. We discussed

ways he could apply for such a position with the state and obtain any necessary training on the job. The client was able to identify two individuals he knows who are either currently in this position or who could provide networking contacts for him. We discussed how to get information on state and federal positions, how to tailor his resume, and how to apply for the positions.

The client was very pleased with the outcome of his visits to the ACCC. He stated that he felt he was moving in a direction that would allow him to continue in the field he loved, grow professionally, and still meet his needs and responsibilities as a single father.

PUBLIC RELATIONS

Highly Favorable Referral Rate Within the Community

The most rewarding aspect of public relations continues to be recommendations made from satisfied clients. The client referral system fits perfectly with the mission of the ACCC to provide voluntary career guidance for adults of southeastern Michigan.

Visitors to the ACCC

Individuals from the business and academic community often visit the ACCC to obtain an overview of the facility and services provided by the staff.

During the past year, Mary Brill, a career counselor at Oakland Community College visited the ACCC to obtain information on the types of services offered and find methods that could be replicated at OCC.

Thirty career development curriculum instructors attending a course offered through the Career Development Training Institute and the Continuum Center toured the ACCC in March and heard about our services first hand from Dr. Howard Splete.

The School-to-Work Committee of Avondale Community Schools visited the Center in May. These visitors were given a tour by Jackie Gilroy who was completing her counseling program internship in the Avondale schools and finishing her second year as an ACCC career advisor.

Marcy Potter of the University Relations Department at Oakland University toured the facility. In her position she has an opportunity to visit with many leaders in business and the community to promote the various services available through Oakland University including the ACCC.

The Human Resources Manager of Rockwell International visited the ACCC and received an overview of our services.

In June, Dr. Mary Otto, Dean of the School of Education and Human Services, brought the members of the SEHS Development Board to the ACCC and Practicum Center for a tour and discussion of our services. We were happy to showcase these Centers to leaders in business and academia.

Press Releases

Sharon Campbell, Media Relations Director for Oakland University, sent out press releases to local newspapers and other media outlets which generated a number of clients throughout the year.

In addition, information reported by Diana Dillaber-Murray in The Oakland Press about ACCC and PACCC services informed potential clients about these Oakland University offerings and brought many clients to the Centers.

Information was also distributed to various TV cable companies in the tri-county area and was listed on the Oakland University TV Bulletin Board.

Outreach Efforts

Jackie Gilroy spoke to students in the Women's Studies courses at Oakland University and Oakland Community College about the services of the ACCC and PACCC. Several individuals from these courses participated in a research project conducted by the ACCC and described in another section of this report.

Lisa Savage represented the ACCC and PACCC at the Family Matters Conference held in Oakland County. She distributed brochures and other information about the services offered at both Centers.

ACCC Advisor, Cyndee Farlin, provided career information to counselors at L'Anse Creuse Middle School North to be used with students attending a Math/Science Symposium.

Linda Dorosh spoke to students in the Oakland University Human Resource Development course, Career Development, about the services of ACCC and PACCC, her duties as a graduate assistant, and relevant information on careers.

Projects

1. The ACCC brochure was updated and reprinted on specialty paper highlighted with the Oakland University colors of black and gold. The new brochure has been very well received and highly complimented.

2. The annual ACCC open house was held as part of November's National Career Development month. Many university personnel and interested community members attended.

3. In January, a mailing was compiled and sent to over 70 different churches, synagogues, and temples in Oakland County describing the services offered through the ACCC, PACCC, and Practicum Center. The leaders of these religious facilities were encouraged to inform their congregations about advising and counseling offered free-of-charge at these centers. This mailing effort has generated many clients for all three centers.

4. The ACCC continues to send out information about the services offered in the Center and related materials to interested persons nationwide.

Conferences

The staff and advisors of the ACCC were able to attend several important and informative conferences during the past year. These include:

Michigan Counseling Association (MCA) Conference
October 29-31, 1995 – Grand Rapids, Michigan

The theme of the MCA 1995 conference was "Celebrating Differences, Creating Unity." ACCC advisors participated in many excellent sessions relevant to career counseling including topics such as Multi-Cultural Sensitivity in Counseling and Strategies for Counseling Adults in Transition.

American Counseling Association (ACA) World Conference
April 20-23, 1995 – Pittsburgh, Pennsylvania

Second-year advisors, Jackie Gilroy and Lisa Savage, along with first-year advisor, Cyndee Farlin were able to attend this conference. The advisors were also selected to assist at the Professional Development Institute held prior to the ACA World Conference. For example, Cyndee Farlin assisted Myrna Ann Webb, M.Ed., NBCC, from the Southern Tier Regional Career Center in Binghamton, New York as she presented "How Counselors Fuel a One-Stop Career Center." By participating as student assistants at the Professional Development Institute, the advisors were given a stipend toward the cost of the ACA World Conference.

At the conference, the advisors attended sessions on: Successful Strategies in Work with Groups to Enhance School-to-Work Initiatives, Ethical Issues in the Post-Modern Era, The Mind/Body/Spirit Connection, and Development of Effective Feedback Skills. There were so many interesting sessions offered at the ACA conference, we were unable to participate in them all. Attending this event was an excellent opportunity to network with and learn from professionals and experts in the field of counseling, and we are very grateful for this experience.

Conferences Held Locally

Participation in conferences at the local level gave the advisors an opportunity to network with their peers and professionals in counseling. It is an effective and economical way for the staff to develop skills in important areas.

ACCC advisors attended the Michigan Employment Counselors Association (MECA) Conference held at Oakland University in February. The title of the conference was "A Futuristic Perspective on Careers and Employment" and presented guest speaker, Richard Knowdell, a nationally-recognized consultant in career counseling.

Additionally, the ACCC advisors attended the Oakland University Graduate Counseling Student Association (GCSA) Conference on May 31 which focused on the area of Brief Therapy. There were many interesting presentations made on this therapeutic intervention strategy.

IN-SERVICE TRAINING

One of the goals of the ACCC is to provide in-servicing to train students, faculty, and other area counselors on the various computer-assisted career guidance programs used in the ACCC. Among those who received in-servicing during the 1995-96 academic year were students in:

Undergraduate course	Career Development, HRD 364
Graduate counseling course	Careers, CNS 640
Graduate counseling course	Practicum, CNS 664
Graduate specialization course	Advanced Career Counseling, CNS 675

In total, 189 people received in-service training at the ACCC from September 1995 through June 1996.

COORDINATION WITH PRACTICUM COUNSELING CENTER

The coordination and reciprocal cooperation between the Practicum Counseling Center (PCC) and the Adult Career Counseling Center (ACCC) has been on-going for several years. This pairing has proved to be mutually beneficial. Clients who utilize the computer-assisted career counseling at the ACCC and request further career exploration are given the option to continue working with a PCC counselor. Typically, the client will continue for three to five sessions during which several assessments designed to aid in career discernment are administered and interpreted. These might included the Strong Interest Inventory, the Campbell Interest and Skills Survey, the Myers-Briggs Type Indicator, the Temperament and Values Inventory, or the Career Assessment Inventory. During the past year, some ACCC clients have also chosen to continue their counseling experience as a client of the PCC in order to pursue more personal issues and concerns.

Most frequently, clients who come to the PCC seeking help with career planning are taken through the ACCC for exploration on one of the computer-assisted career packages. The PCC counselor works with the client during this on-line process acting as a coach and sounding board. While the ACCC is being utilized by the PCC counselor and client, the ACCC advisor is also working directly with an ACCC client.

Having access to the Career Center is an enormous asset to the PCC counselors enriching the services they can deliver to their clients. At the same time, the services the ACCC can provide are enhanced by offering in-depth continuation of career options by a PCC counselor. Both Centers profit immensely from coordinating the delivery of services to the public.

RESEARCH

Since opening in 1982, the Adult Career Counseling Center student advisors and counseling faculty have conducted research in the field of career development under the on-going Life Career Patterns Project. Following is a report on recent, current and ongoing research being conducted through the ACCC.

A. Current Research (1995-1996)

A CONTINUED STUDY OF OCCUPATIONAL SELF-EFFICACY, LOCUS OF CONTROL, AND OCCUPATIONAL BARRIERS OF ADULT FEMALES

Jacquelyn Gilroy, Katherine Hoffman, Jennifer Quayhackx

Jacqueline Gilroy coordinated a second-year effort on a research project that was started by Katherine Hoffman and Jennifer Quayhackx in 1994-95. The project was designed to examine all conceivable relationships among the variables of occupational self-efficacy, locus of control, and occupational barriers of non-traditional college age females who matriculated through the Center. The participant pool consisted of both female clients at the ACCC as well as female students in Women's Studies courses offered at Oakland University and Oakland Community College. A total of 52 women participated in the study.

An intercorrelational matrix was used to examine the relationships between variables. Results concluded the following:

First hypothesis:

A negative correlation between internal locus of control and occupational self-efficacy in non-traditional fields exists. The relationship hypothesized was observed although at .05 it was not found to be statistically significant.

Second hypothesis:

Five barriers were examined in relation to locus of control: career worries, interpersonal abuse, family commitment, geographical barriers, and career obstacles. All of the above barriers were found to be positively correlated with locus of control as hypothesized with the exception of family commitment. None of these correlations, however, were supported to a significant degree at the .05 level.

Third hypothesis:

The barriers of career worries, interpersonal abuse, family commitment, geographical barriers, and career obstacles were examined in relation to self-efficacy expectations. A negative correlation was shown between these barriers and self-efficacy as hypothesized with the exception of the family commitment barrier which showed no relationship. The negative correlation between self-efficacy and the interpersonal abuse barrier was the only relationship that was supported to a significant degree at the .05 level.

Conclusion:

Although our study showed that there are relationships between the variables mentioned, there was only one significant finding. In hypothesis three, results showed that there was a significant relationship between a female's perception of interpersonal abuse in her career and her self-efficacy expectations. If a female tends to perceive abuse levels as low, then she tends to feel more confident in her ability to perform in a non-traditional occupation.

EFFECTIVENESS OF ACCC SERVICES AND CLIENT SATISFACTION WITH THEM

Lisa Savage

The purpose of this research was to determine how useful ACCC services have been to clients from the past three years. The goal was to identify how the effectiveness and efficiency of the ACCC could be increased. A questionnaire was completed by 265 former clients and returned to the Center through the mail. Many respondents provided suggestions for the improvement and expansion of services. A proposal for change was developed, and several of these changes have been implemented by the ACCC advisors.

The results of the survey indicated the majority of adults came to the ACCC because they felt they needed to make a change from their current career. Of those surveyed, 16% indicated they were experiencing a high degree of burn-out in their current job and wanted to work in a less stressful environment. This indicates that our clients would benefit from more detailed programs and information on the issue of workplace stress as well as other specific career concerns they present individually.

The DISCOVER software program was rated as the most helpful service offered at the ACCC. However, the high rating for DISCOVER may be due to the fact that in the past career advisors were trained to have the client use DISCOVER first and then discuss how the results related to their career situation. DISCOVER is now an option instead of the main focus of our sessions. A future survey may indicate that other services were as useful as DISCOVER since the ACCC now offers a more extensive range of tests and computer-assisted career guidance systems.

Of the respondents, 24% found the advisors to be very knowledgeable of their career situation and 20% found their advisor to be lacking in knowledge of their career situation. This suggests that it depended upon the client's situation and which advisor they worked with as to their satisfaction with our counseling services. Overall, 62% stated that they were satisfied with the career counseling they received at the ACCC.

Responses indicated that several clients were unclear about the services provided by the ACCC. Many were disappointed that we did not provide job placement or information on perspective employers. This indicates that the receptionists and advisors need to clarify that the ACCC is not a placement center when setting up an appointment as well as during the client's initial visit to the Center. The majority of the negative comments were simply the result of a lack of knowledge about the services provided at the ACCC and the lack of communication about these services on the part of the receptionist or advisor.

The results of the survey call for several changes in procedures which have been or are currently under completion by the ACCC advisors. A proposal consisting of ten items of change was submitted for consideration. Six of the ten items were approved for implementation either as proposed or slightly modified. By the fall semester of 1996, the remaining four proposed changes will be implemented.

The following is an example of the type of changes that have been implemented. Instead of a receptionist describing ACCC services and scheduling appointments with clients, the receptionist now records the caller's name and phone number and indicates that an advisor will return the call. An advisor then contacts the prospective client to discuss their career concerns and expectations and to determine if an appointment at the ACCC can be beneficial to them. A checklist has been developed to use while the advisor is on the telephone with the prospective client. The advisor can note on the checklist which services seem to best suit the client's needs and the advisor can list any specific concerns and expectations the client may have. This preliminary work enables the advisor to be more adequately prepared for the session when the client arrives. Simply spending more time on the telephone with clients should significantly reduce their confusion about our services which in turn should raise the overall satisfaction rating of the Center.

Other approved changes include:

- developing a handout with a brief description of all ACCC services
- spending more time with the client during the initial intake interview
- providing a worksheet for the client to take home which summarizes the goals and next steps they discussed with the advisor
- providing a suggestion book in which clients can write comments
- developing a more extensive referral list
- purchasing additional, current resource materials
- developing a color coding system that categorizes the resources
- developing new training program and handbook for the advisors and receptionists
- spending more time training new advisors each year

The ACCC is broadening its services into many new areas. A wider variety of tests and inventories on careers and personality will be utilized in the future. The Center is navigating the Internet and providing clients with the opportunity to search for possible careers on-line. There are also plans being made to coordinate or co-sponsor workshops covering a variety of career issues.

The ACCC is now even better equipped to help the client thoroughly explore career options, learn how these options best fit their personality, and decide which are the most realistic using a wider variety of assessments. The survey results have greatly helped the staff to develop services that will better serve the needs of our clients.

B. Proposed Research (1996-1997)

A MULTI-FACETED APPROACH TO THE ISSUE OF CAREER DECISIVENESS

Lisa Argenta and Cynthia Farlin

This research project will follow on the empirical study conducted by Marin and Splete (1991) in which adults ages 23-42 years old in transition were involved in either computer-plus-counselor career intervention or a computer-only counseling intervention. The Marin and Splete study showed that both methods were helpful to the adult clients in level of commitment to the occupational choice and for increase in career decidedness, however, there was a higher level of increase in the individuals in the computer-plus-counselor intervention group than in the computer-only intervention group.

The current study will add an independent variable of specific assessment tools to measure the subjects' decidedness level and their personal belief system which may act as strengths or barriers to their transition. We propose to show that individuals who come to adult career counseling center voluntarily to identify career path options available to them will be more decisive in their career decision-making process after they have used computer-based guidance software program, had a battery of assessments, and the results from both these activities interpreted through personal intervention by a career counselor than will those individuals who use computer-based guidance software only.

We seek 30 participants (15 male and 15 female) between the ages of 23 and 42 years old with at least a high school education and three or more years of work experience.

The following assessments will be administered to both groups:

> Career Decision Scale: a 19-item instrument measuring an individual's perception of their own career decisiveness.
>
> Self Assessment of Career Decision Status: a 3-item questionnaire regarding the client's perceived decidedness, their level of hope career counseling will be helpful, and how important they feel the counseling relationship is to the outcome of the session.

Both the experimental and control groups will utilize the DISCOVER computer assisted career guidance program.

The subject group will be given the following assessments during counseling intervention:

> My Vocational Situation: a 26-item assessment measuring vocational identity, occupational information, and barriers or obstacles the person perceives may block their occupational goal.
>
> The Career Transition Inventory: a 45-item tool assessing an individual's internal variables that may be strengths or barriers to career decision making including motivation, self-efficacy, social support, internal/external issues, and self versus relational focus.

APPENDIX A

BRIEF REPORT OF
THE PONTIAC ADULT CAREER COUNSELING CENTER

BRIEF REPORT OF THE
PONTIAC ADULT CAREER COUNSELING CENTER

This report was written by Linda Dorosh, an M.A. candidate in Oakland University's counseling program who worked as a graduate assistant at the Pontiac Adult Career Counseling Center (PACCC) during the 1995-96 academic year.

The Pontiac Adult Career Counseling Center (PACCC) is a unique example of a university and community college combining their resources for the good of the community. PACCC provides multifaceted career guidance services to community area adults. Individual career counseling is offered at the center and focuses on helping clients gain awareness of career information and opportunities, resume preparation, goal setting, decision making, interviewing skills, and referral information. PACCC also provides career development support services to clients of community organizations, in either an individual or group format. The center's services are provided at no cost to clients, and are facilitated by two Oakland Community College licensed counselors and one graduate assistant from Oakland University's master's level counseling program. Counselors can utilize two computer guidance programs to help meet individual client's career development needs. DISCOVER for Colleges and Adults and the Michigan Occupational Informational System (MOIS) can be incorporated into career counseling sessions to help encourage self-awareness as it relates to career decision making.

Currently in its sixth year of establishment, PACCC continues to aspire to meet the needs of the community. The following overview will outline the highlights of PACCC's activities during the past year.

PACCC provided career exploration and planning opportunities to over 1,331 community adults. Approximately 184 of those clients were individual appointments served on site, 665 were provided with contractual assessment and counseling services.

The PACCC Advisory Board, which consists of a local community agency and private business representatives, contributes innovative strategies to help the center prepare for the future and to reach members of the community. During the previous year, the PACCC Advisory Board made recommendations which have been successfully implemented during the present year. In particular, PACCC has been able to expend the services it provides through collaboration with agencies and programs housed in the Pontiac Center. Through the implementation of this recommendation, PACCC and the Pontiac Center are moving toward becoming a

"one-stop-shopping center" in meeting the needs of members of the community. Collaboration efforts have been successful with three programs: The Center for Dislocated Workers (CDW), Work First, and Oakland Self-Employment Program (OSEP).

The CDW is one Jobs Training Partnership Act (JTPA) service provider from the Balance of Oakland County funds. Through various activities and packages, the purpose of CDW is to teach displaced employees the skills and abilities needed in order to obtain unsubsidized employment in growing or stable occupations. Qualified CDW students may participate in activities including job search assistance, on-the-job training, or skills training packages. Skills training packages include instruction in areas such as Business Information Systems, Heating and Cooling Maintenance, and Computerized Bookkeeping. PACCC and CDW have developed a working relationship during the past year in which referrals between the two organizations have been possible. During the CDW orientation, for example, a potential student may communicate concerns regarding a career development decision, resulting in a referral back to CDW for specific activities or package programs. CDW will be known as Workforce Preparation Services beginning in 1996 to reflect its continued growth and variety of career and training services.

The Work First program goal is to assist the participants of the program, individuals currently receiving welfare assistance, in obtaining employment. Each recipient is required to secure work by the end of the four-week program time-frame. Typically, ten to fifteen individuals participate in each four-week program. PACCC involvement in the Work First program includes administration of career tests and assessments as well as promoting the career development component with each student. The testing and assessment segment includes administration of the Tests of Adult Basic Education (TABE) to determine skill level in areas of reading and math, use of The Self-Directed Search to help students discover overall patterns of interests as related to career possibilities, and the Myers-Briggs Type Indicator to promote self-awareness. To encourage the career development process, PACCC utilizes the Individual Service Strategy with each student to determine skills, educational interests, and career goals.

The purpose of the Oakland Self-Employment Program (OSEP) was to assist individuals currently on welfare in starting a small business. Individuals selected for participation were community members from Pontiac and the surrounding area. Participants entered a nine-week training program which enabled them to obtain the knowledge needed to start and maintain a successful small business. PACCC responsibility to this innovative program entailed incorporation of a self-awareness component, interpretation of assessments, as well as workshop and training segments. Workshop sessions consisted of a self-esteem workshop to promote self-awareness as it related to individual goals, and a stress management workshop to encourage students to incorporate self-care during the process of owning a small business.

APPENDIX B

AUXILIARY GRANT SUPPORTED SERVICES

ACADEMIC SERVICES AND GENERAL STUDIES
CAREER RESOURCE CENTER

The Career Resource Center (CRC) has been housed in the Department of Academic Services and General Studies since March, 1983. The development of the center has been greatly enhanced since that time by the purchase of additional resources and furniture. In addition, the center was relocated in the fall of 1995 to have greater visibility and accessibility for the students.

The CRC provides a wide variety of career information for students who are undecided about a career and/or major. The computer-assisted career guidance programs SIGI PLUS and DISCOVER for Adults have been in operation in the center from the beginning, and the program FOCUS II was recently added to the center. Other recent additions include a video library of career information and many updated books and materials. Consistent usage of the Career Resource Center and the positive response from students indicate that the services are fulfilling students' needs.

The CRC and the computer-assisted career guidance systems are comprehensively advertised through regular publications, brochures, referral sources, classes, and numerous outreach presentations. There are also a number of regular publications that carry a segment highlighting the CRC including: the Career Counseling and Information Resources (Pillars) brochure, the University catalog, the schedule of classes, and a career planning brochure sent to new freshmen from the Vice President's office. Additionally, letters to special populations such as undecided students, re-admitted students, and probationary students are sent out fall and winter semesters. These letters list a variety of support services and special career exploration programs available in the CRC and campus-wide.

Presentations regarding career development and the CRC are made to groups of high school seniors, students in residence halls, freshmen seminars, student life scholars, as well as new students in orientation. In addition, presentations are made to certain classes each semester as to the development and usage of the center. These classes may have assignments that require in-depth usage and evaluation of the center's resources including the computer-aided systems. The courses that consistently utilize the center's services are listed below:

COM 101	Collegiate Communications
RHT 160	Composition II for Undecided Students
HRD 364	Career Development
CNS 640	Career Development Theory and Practice

As anticipated, usage of the CRC and the computer-assisted career guidance programs has remained constant over the years. This past academic year has experienced another increase in the usage of the systems, with DISCOVER being the most popular choice by students.

A week-by-week evaluation reflects the ebb and flow of the academic calendar. Semester breaks, finals, and the beginnings and ends of semesters alter the number of students who use the systems. Peak usage occurs during the months of October, November, and March. During the spring and summer sessions usage drops by half, as these sessions are not full semesters and most Oakland University students do not attend.

During the 1995-96 academic year, coverage of the CRC was provided by undergraduate students completing their fieldwork and internship in the Human Resource Development program. These assistants certainly contribute to the operation by providing valuable peer assistance that can be reassuring to the student using the system for the first time.

In general, user response has been overwhelmingly positive. Students maintain that the systems are fun and easy to use, provide useful and abundant information, provide options, and give suggestions on where to go for further information. Appointments are strongly recommended and generally available within a week to ten days.

CONTINUUM CENTER AND THE ACCC

The Continuum Center is greatly appreciative of the services provided by the Adult Career Counseling Center. We refer some of our individual career counseling clients to the Center to use the Michigan Occupational Information System, SIGI PLUS and DISCOVER for Colleges and Adults. Participants in our group "Career Building" program are also referred to the Center and some of them take advantage of that opportunity.

The Continuum Center is a multi-faceted adult counseling and training center. Our current activities include providing career assessment, career development, and job search training to adults who come to our center and to adults within the context of their work site. For the past six years we have provided such services to the union-represented employees of AT&T through the Alliance, a joint union/management program. We have also provided similar services to employees of Ford Motor Company, Chrysler Corporation, and other businesses.

Continuum Center personnel are also partners in the National Career Development Training Institute which provides training to career development practitioners.

Our plans for the future include continuing to provide these services, both at Oakland University and at the sites of businesses, industries, and other organizations. We plan to continue to refer clients to the Adult Career Counseling Center and appreciate similar appropriate referrals from the Center.

APPENDIX C

CAREER COUNSELING RESOURCES AT OAKLAND UNIVERSITY

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PRACTICUM COUNSELING CENTER

The Counseling Department of Oakland University also coordinates the Practicum Counseling Center.

The Practicum Counseling Center offers personal counseling at no charge for a variety of issues including anxiety, grief, and self-esteem issues. Clients may include children, adolescents, adults, couples, and families.

Located in the lower level (first floor) of O'Dowd Hall, the Practicum Counseling Center is staffed by graduate student counselors under the close supervision of Licensed Professional Counselors. Appointments are available by calling (810) 370-4187.

****

HAVE YOU HAD A CAREER CHECK UP LATELY?

WHAT DO YOU LIKE?

WHERE DO YOU WANT TO GO?

HOW WILL YOU GET THERE?

ADULT CAREER COUNSELING CENTER

143 O'Dowd Hall
Oakland University
Rochester, MI 48309

Career Counseling services provided at no charge to members of the community.

For more information call
(810) 370-3092

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THE ADULT CAREER COUNSELING CENTER (ACCC)

The Adult Career Counseling Center (ACCC) offers career guidance services to members of the surrounding communities at no charge. The ACCC is a facility established to serve adults who are considering career changes, interested in assessing their strengths and potentials, or are simply reviewing possible career options. The ACCC is not a job placement service.

WHAT?

The ACCC offers several computer-based career planning and information systems at no charge to support your career decision-making efforts. These systems aid clients in:

-- self awareness
-- career search
-- identifying life-roles
-- gathering career information
-- decision making
-- education planning
-- writing resumes & cover letters

The guidance systems will not tell you what to do or give you easy answers for your career decisions, but going through the programs can ease your transition process and will help you determine your next steps.

WHAT ABOUT COMPUTERS?

Users of the career guidance computer programs benefit most when assisted by an ACCC Career Advisor. Clients will schedule initial interviews with ACCC Career Advisors to determine which computer-based system is most appropriate for their use. No previous computer experience is necessary. These systems are fun and easy to use.

WHAT WILL HAPPEN?

After an initial interview, clients will receive an orientation to a computer-assisted guidance system. As they work with that system, they will have an opportunity to discuss results with an ACCC Career Advisor. The Career Advisor can help you:

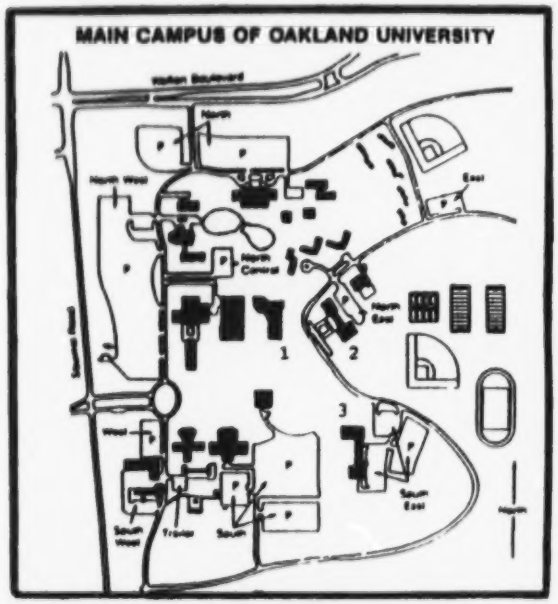
-- clarify your career & education options
-- analyze information
-- understand the decision-making process
-- develop action plans to attain your desired goals

WHEN?

The ACCC is open Monday through Saturday; call for hours. Use of computers is by appointment only. The ACCC is not open during the summer, university holidays and vacation periods.

WHERE?

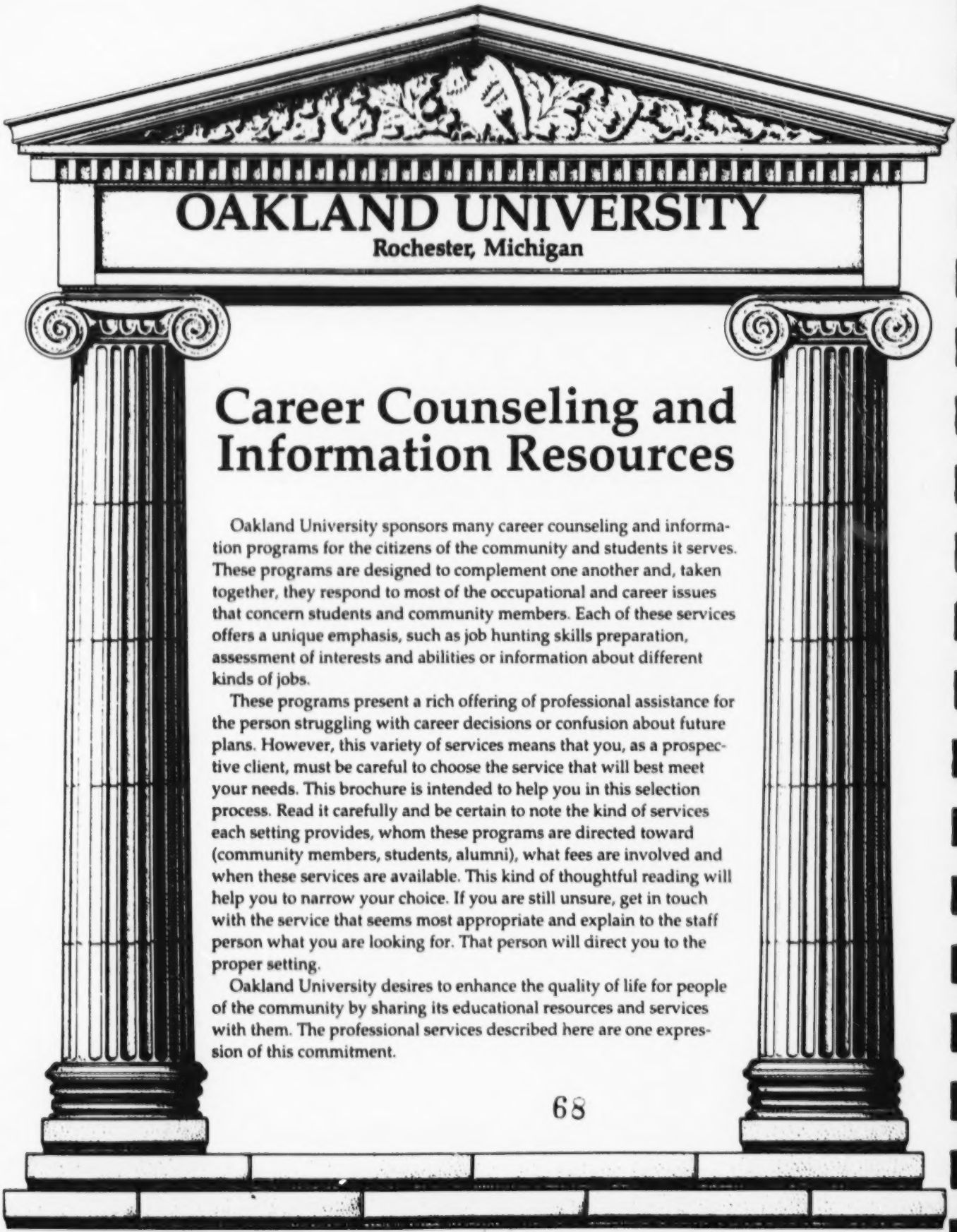
The ACCC is located in Room 143 on the lower level (first floor) of O'Dowd Hall on Oakland University campus in Rochester.



P = Parking
1 = O'Dowd Hall
2 = Lepley Sports Bldg.
3 = Varner Hall

HOW CAN YOU MAKE AN APPOINTMENT?

To schedule an appointment with an ACCC Career Advisor, telephone (810) 370-3092.



OAKLAND UNIVERSITY

Rochester, Michigan

Career Counseling and Information Resources

Oakland University sponsors many career counseling and information programs for the citizens of the community and students it serves. These programs are designed to complement one another and, taken together, they respond to most of the occupational and career issues that concern students and community members. Each of these services offers a unique emphasis, such as job hunting skills preparation, assessment of interests and abilities or information about different kinds of jobs.

These programs present a rich offering of professional assistance for the person struggling with career decisions or confusion about future plans. However, this variety of services means that you, as a prospective client, must be careful to choose the service that will best meet your needs. This brochure is intended to help you in this selection process. Read it carefully and be certain to note the kind of services each setting provides, whom these programs are directed toward (community members, students, alumni), what fees are involved and when these services are available. This kind of thoughtful reading will help you to narrow your choice. If you are still unsure, get in touch with the service that seems most appropriate and explain to the staff person what you are looking for. That person will direct you to the proper setting.

Oakland University desires to enhance the quality of life for people of the community by sharing its educational resources and services with them. The professional services described here are one expression of this commitment.

ADULT CAREER COUNSELING CENTER

Eligible Clients
The Adult Career Counseling Center services adults in the community who are considering career transitions, assessing their strengths, interests and potentials and discussing possible career options. The ACCC does not, however, provide an employment service.

Services
1. Adults schedule appointment(s) to meet with an ACCC coordinator for an intake interview and orientation to a computer-assisted system, to work on that system, and discuss the results of this process with the coordinator.
2. Computer-assisted career guidance systems SIGI PLUS and Discover for Adults are available at the ACCC. These systems aid adults in reviewing their interests, skills and work-related values; possible occupational fields; education and training opportunities; and pre-employment skills.
3. The Michigan Occupational Information System (MOIS) on computer and additional career resources are available for use.
4. Referral information about the other career counseling and training programs is available.

Appointments
Adults may sign up for appointments at the center by calling 370-3092 or by stopping by the ACCC in person.

Hours
The ACCC is open days and evenings Monday through Friday and on Saturday mornings. Hours change during the summer and holidays. Call 370-3092 to check on the schedule.

Fees
No fee is charged for the services of the ACCC.

Location
The Adult Career Counseling Center office is located in Room 143 O'Dowd Hall.

CAREER TESTING AND COUNSELING CENTER

Eligible Clients
Career Testing and Counseling Center services are available to community members and Oakland University students. Clients range in age from 16 (high school juniors) to 65. When high school students use these services, career planning guidance is provided to their parents as part to the counseling process.

Service
By means of an extensive battery of tests and a series of counseling sessions, clients are provided an opportunity for an in-depth exploration of career questions, career goals and plans for realizing these goals. Many printed materials, including the Michigan Occupational Information System(MOIS), are used as aids in this process. Specific services include:

1. Career counseling for adults and adolescents
2. Interest, ability and personal-style testing
3. Educational and career planning
4. Re-entry counseling (work and education)
5. Career development

Other services, in addition to the career-oriented ones, are offered at the Psychology Clinic. These include psychotherapy and personal counseling (adults, children, adolescents, families, couples and parents), psychological testing and consultation and specialized services for people suffering from loss and trauma experiences.

Appointments
Individuals seeking information may call 370-3465. Monday through Friday, from 8 a.m. to 5 p.m. Requests for appointments may be made through the clinic's secretary, either by phone or in person.

Hours

Monday, Tuesday, Thursday	8 a.m. – 8 p.m.
Wednesday	8 a.m. – 9 p.m.
Friday	8 a.m. – 5 p.m.
Saturday	9 a.m. – 1 p.m.

These hours change during the summer and holidays. Call 370-3465 to check on the schedule.

Fees
Community members are assessed according to a sliding fee scale, based on family income, as are part-time students. For full-time Oakland University undergraduate and graduate students there is a minimal student fee.

Location
This program is part of the Psychology Clinic, located in the east wing of the Graham Health Center.

CONTINUUM CENTER

Eligible Clients
The Continuum Center serves men and women of all ages through its mission to "Empower Individuals to Meet the Challenges of a Changing World." Most of its clients are often at a turning point in their lives — seeking work, changing careers, dealing with a divorce, planning retirement, or other personal or professional issues.

Services
The Continuum Center provides career counseling in either a group or an individual format. Individual career counseling is provided by a certified counselor meeting the professional standards set by the National Career Development Association. These services assist the client in the assessment of interests, values and transferable skills as well as in the setting of career goals and plans for attaining them. Other career related services include workshops in resume writing, job interviews, job hunting and image consulting.

Besides the career counseling services, the Continuum Center provides personal and professional development workshops and group leader training. Special programs focus on communication skills, self-esteem, personal growth, and change and transition.

Appointments
All counseling sessions and consultations are scheduled by appointment. Workshops are regularly scheduled and listed in a brochure printed three times yearly. To request a brochure or schedule an appointment, call 370-3033.

Hours
The center is open from 8 a.m. to 5 p.m. Monday through Friday with evening appointments available until 8 p.m. Appointments must be made during daytime hours. Workshops are scheduled mostly in the evening and on Saturday. Call 370-3033 to check on the schedule.

Fees
Counseling and consultation fees are assessed according to a sliding fee scale based on family income. There are set fees for workshop programs. Partial scholarships are occasionally available for the workshops. Oakland University students and staff may quality for special discounts.

Location
Counseling appointments are held at the Continuum Center offices in South Foundation Hall. Workshops are held on Oakland University's campus or at various locations in the tri-county area.

DEPARTMENT OF ACADEMIC SERVICES AND GENERAL STUDIES

Eligible Clients
The services provided by the Department of Academic Services and General Studies are primarily intended for Oakland University Students, particularly freshmen and sophomores. However, community adults who are interested in career advising as it relates to educational programs at Oakland University also may contact this office.

Services
This office provides academic and career advising to students who are undecided in their major as well as those persons seeking the Bachelor of General Studies (BGS) degree. Students may engage in career exploration activities independently or with the assistance of a counselor. The office also serves as a referral source for the many services, departments and advisors throughout the campus.

Career Resource Center
The Career Resource Center (CRC) is located in the Academic Services and General Studies Department. It is available to students who wish to explore careers and majors. Two computer-assisted career guidance systems (SIGI PLUS and Discover) may be utilized on the CRC. In addition, a wide variety of written materials may be accessed. (The Strong Interest Inventory is provided for a nominal fee.) Students may attend various academic and career exploration programs, or seek individual career advising with a career counselor in the department.

Appointments
Appointments may be made by telephoning 370-3227 or by coming to the office in person. Students who have questions or concerns that they would like to discuss with a counselor may also come for walk-in advising on Monday afternoons from 1:00 p.m. - 4:00 p.m.

Hours
Monday – Friday 8:00 a.m. – 5:00 p.m. Evening hours by appointment.

Fees
There are no fees for any of the services with the exception of a minimal charge for the interest inventory to cover the cost of the scoring and mailing.

Location
The Department of Academic Services and General Studies and the Career Resource Center are located in 121 North Foundation Hall.

OAKLAND UNIVERSITY LIBRARY

Eligible Clients
Oakland University's Kresge Library reference service and collections are available to faculty, staff, students and community members. However, circulation of materials is limited to the Oakland community including members of the Alumni Association and guest-card holders.

Services
The library contains a large collection of career-related materials. These include books on how to write resumes and cover letters; information on job-hunting skills and procedures; and extensive materials that describe many kinds of careers, occupations, training programs and internships. Another library collection includes several directories that identify manufacturers, businesses, agencies and educational settings. Also on hand at the library are telephone books of 100 major cities and most Michigan cities as well as recent annual reports from the top 500 companies in the United States.

Assistance is available in the library to help individuals locate needed information.

Library Hours

Monday - Thursday	7:45 a.m. - 11:30 p.m.
Friday	7:45 a.m. - 8:00 p.m.
Saturday	9:00 a.m. - 8:00 p.m.
Sunday	Noon - 11:30 p.m.

Reference Hours

Monday - Thursday	8:00 a.m. - 10:00 p.m.
Friday	8:00 a.m. - 5:00 p.m.
Saturday	10:00 a.m. - 5:00 p.m.
Sunday	Noon - 7:00 p.m.

These hours change during the Spring and Summer sessions and on Holidays. Call 370-2492 to check on the schedule.

Appointments and Fees
Most library services are available on a walk-in basis and there is no charge. Computer Search Services, however, is by appointment and there is a fee for the service. Photo copying machines are available in the library at the cost of 10 cents a page.

Locations
1. Kresge Library Building
2. Performing Arts Library in Varner Hall (Please call 370-2134 for hours and services)

PLACEMENT AND CAREER SERVICES

Eligible Clients
These services are available only to Oakland University students and alumni. However, staff members are available to community groups and organizations for consultation on career-related issues.

Placement
Individual placement advising and career information concerning full-time career positions are available to students and alumni. A computerized tutorial resume packet is available for a $25 service charge.

Additional assistance and placement registration is available to advanced students who are seeking career-related, part-time and seasonal work experience. Staff members conduct special seminars to assist all students in developing job search skills. Frequent job fairs and career information programs are also sponsored by this office. Other placement services include opportunities for graduating students and alumni to interview with employer representatives on campus, maintenance and referral of resumes and credential files for graduates and the publication of a bi-weekly jobs bulletin. Additionally, the department maintains an extensive library for the display and dissemination of employers' literature; videocassettes; job postings; career information; job search information; graduate/ professional school testing applications; and career-related publications and magazines.

Co-op Education Program
In addition to its placement services, this office coordinates the Cooperative Education (work experience) program for students in the School of Business Administration, the School of Engineering and Computer Science and other selected academic areas.

OU Internship Program
Placement and Career Services also organizes and directs the Oakland University Student Internship Program to provide paid internships in government agencies.

Appointments
Students and alumni can sign up for appointments by stopping at the office or by calling 370-3250. A walk-in advisor is available on Monday – Thursday afternoons, 1:15 to 4:30 p.m., to answer questions on a walk-in (or call-in) basis.

Hours

Monday – Friday	8:00 a.m. – 12 noon
	1:00 p.m. – 5:00 p.m.
Wednesday evening	5:00 p.m. – 6:30 p.m.
	(September – April)

Holiday hours could vary. Call 370-3250 to check on the schedule.

Fees
There is a $25 service charge to register with placement and minimal fees for sending credentials and subscribing to *Job Post* (job vacancy bulletin).

Location
Placement and Career Services is located in Room 275 Vandenberg Hall (West).

PRACTICUM COUNSELING CENTER

Eligible Clients
The Practicum Counseling Center (PCC) offers career and personal counseling services to both Oakland University students and members of the surrounding communities.

Services
Professional counseling services are available for a variety of issues such as: time management, test anxiety, depression, adjustment disorders, mid-life transition, grief, career search, separation from parents, low self-esteem, anxiety and many other topics. Individuals are matched with counselors who will work with them for one (50 minute) counseling session per week for approximately for five to 10 weeks. The PCC is an instructional center for graduate students in their final training as counselors. Consequently, sessions are videotaped for the purpose of supervision by the counselor's professor. ALL TAPES ARE HELD IN STRICT CONFIDENCE AND ARE COMPLETELY ERASED AT THE END OF EACH SEMESTER. Clients sign a release form for video-taping at the first counseling session.

Appointments
Phone for an appointment at 370-4187 or 370-4176.

Hours
The Practicum Counseling Center is open most weekdays from 9 a.m. – 9 p.m. to accommodate client's schedules. Because it operates on an academic calendar year, appointments are only available fall (September - December) and winter (January –April) semesters.

Fees
There are no fees charged for services.

Location
The center is located in the lower level of O'Dowd Hall. The office is in 141 O'Dowd Hall.

ACADEMIC DEPARTMENTS

Individual departments often offer students a good source of information on careers associated with their majors. Each department has an individual who serves as chief advisor. Generally, this person or his/her designated associate focuses as a source of information on career training and employment opportunities. This is particularly true in instances where advanced training is involved.

In some instances, departments maintain information on careers directly related to their specific major. Students may contact those departments in which they have a particular interest in order to identify an advisor or simply to discuss options.

To locate a particular department, please call the university's general information number 370-2100.

Oakland University is an equal opportunity and affirmative action institution.
Note: Our new area code is 810.

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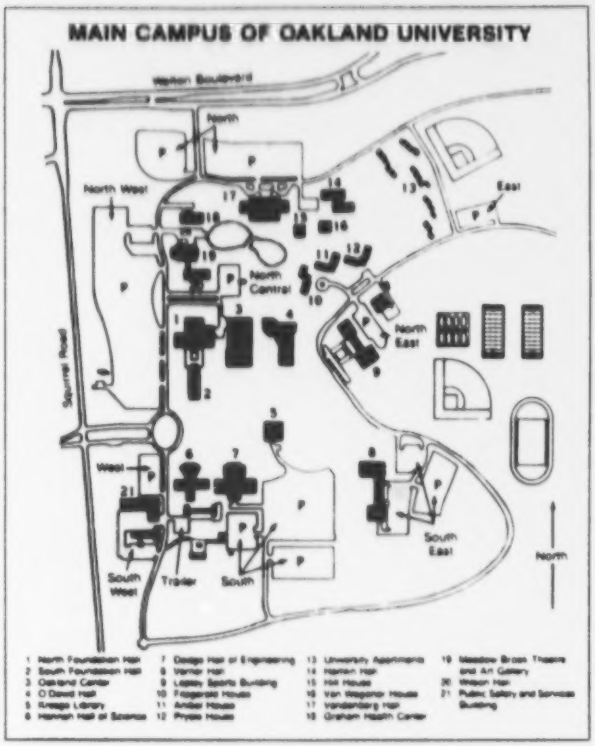
Oakland UNIVERSITY
Rochester, Michigan



PONTIAC ADULT CAREER COUNSELING CENTER

Eligible Clients
The Pontiac Adult Career Counseling Center (PACCC) offers career guidance services to members of the surrounding communities at no charge. The PACCC is not a job placement service.

Services
1. The PACCC is a facility established by Oakland Community College and Oakland University to serve adults who are:
   - considering career changes
   - interested in assessing their strengths and potentials
   - reviewing possible career options
2. After an initial interview with a PACCC counselor, adults will develop an individualized plan to use the center services. The PACCC offers DISCOVER for Adults — a computer assisted guidance program — and the Michigan Occupational Information Systems (MOIS). Other career assessments are also available.
3. These programs, along with counselor assistance, aid clients to:
   - clarify education and training options
   - gather career information
   - develop action plans to attain desired goals
4. Referral information about other career counseling and training programs is available.

Appointments
For appointments and information, call (810) 340-6793.

Hours
PACCC hours are by appointment only.

Fees
No fees are charged for the services of the PACCC, except for the use of some assessment instruments and extraordinary services provided under contract.

Location
The PACCC is located at Oakland Community College in the Pontiac Center. The address is 17 S. Saginaw in Pontiac.